

Program Assessment Plan
Department of Art and Design: Fine Art Major

Introduction:

The Department of Art and Design at Park University is committed to providing excellent professional education to its students and to prepare them to begin careers in their chosen fields or to continue their educations on the graduate level.

Goals:

We wish to upgrade the current B.A. degree to the more prestigious professional degree, the B.F.A. (Bachelor of Fine Arts), which will require selected additions to the curriculum, faculty and facilities and work toward N.A.S.A.D. (National Association of Schools of Art and Design) accreditation for our department. Achieving both these goals will assist in recruiting students and producing graduates with more professional options including more graduates going on to graduate work toward the M.Ed., M.F.A. and Master of Arts Management, etc.

This Assessment Plan will provide ongoing evaluation of the current Fine Art major and guidance for development toward the B.F.A. and N.A.S.A.D. accreditation.

Mission Statement:

The mission of the Fine Art program in the Department of Art and Design is to provide access to academic and artistic excellence within the context of Park University's liberal arts tradition so that our student artists will be able to think critically in the studio, to communicate their visual ideas effectively and to continue their life long development as artists.

Program Competencies for Fine Art:

1	Students will demonstrate strong drawing skills and thus their ability to see and to think visually.
2	Students will demonstrate strong basic design and color theory skills and the ability to generate multiple solutions to given design problems in both two-dimensional and three-dimensional media.
3	Students will demonstrate a good, general knowledge of the history of art including both

	western and world art.
4	Students will demonstrate skill in a wide range of two-dimensional and three-dimensional media and techniques including photography, ceramics, fiber, painting and drawing.
5	Students will demonstrate strong craftsmanship in the production and presentation of their art work.
6	Students will demonstrate knowledge of the major art styles and issues in twentieth century and contemporary art.
7	Students will produce a portfolio of original art work in a variety of media, styles and techniques that demonstrate their competence as young artists.
8	The student will demonstrate both written and verbal skills to respond critically to art work, both their own and others.

Assessment of Competencies in Fine Art:

Fine Art majors are assessed on the basis of the quality of the art and design work they produce in all their studio classes. From their Freshman Core (which includes AR150: Drawing I, AR203: Three Dimensional Design, AR204: Two-Dimensional Design: Black & White and AR208: Color Theory) through their Capstone class, AR497A: Senior Seminar in Fine Art, they gradually produce the portfolio of art work leading to their culminating senior exhibition. Throughout this process qualitative assessment standards increase.

Assessment of Students:

Assessment of individual student learning takes place at all levels in all classes.

Work in progress is critiqued informally everyday in the exchanges that occur between faculty and student, and between classmates, as they work together in the studio.

Group critiques of individual project assignments (sometimes as frequently as weekly) are a principle mode of assessment in art and design. In a typical critique all finished examples of a class assignment are exhibited together and each is discussed in turn. The class as a group attempts to determine how each

individual work succeeds and how it can be improved. (They can all be improved.) Students see their work in the context of the class as a whole.

Mid-term and Final Portfolios are cumulative suites of work from the preceding weeks and frequently reflect additional work based on the original group critiques. Final Portfolios are often the Core Assessments for their classes. The Freshman Core Courses and all Fine Art studio classes include private individual critiques between the student and the professor at mid-term and finals. These allow teacher and student to see the progression of the student's work and to identify strengths and weaknesses to be addressed.

The Capstone Course, the AR497A: Senior Seminar, emphasizes the production of a final body of work and its exhibition, that demonstrate the graduate's highest development and provides their most valuable professional credential. The resulting portfolio documents their expertise as young artists and serves as their credential for admission to graduate school and as a basis for future professional art opportunities such as galleries, grants, exhibitions, commissions, etc.

Assessment of the Program:

The Final Portfolio and Exhibition produced in AR497A: Senior Seminar, will serve as the principle tool for assessing the Studio Program Competencies. Utilizing the Rubric below, the faculty of the Dept. of Art and Design will review each senior exhibit and portfolio and evaluate each for their cumulative demonstration of the attainment of the Studio Program Competencies.

Studio Program Competencies:	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
1. Drawing			
2. Design			
4. Skill/Versatility			
5. Craftsmanship			
7. Portfolio			
8. Writing & Verbal Skills			

Program Competencies (numbers 3 and 6) relating to the more academic disciplines of art history and issues in contemporary art, will be assessed during

the Senior Seminar by means of a comprehensive written exam. Although it will be required of students, its initial purpose is program assessment, rather than assessment of the individual student.

Development toward the B.F.A. degree and N.A.S.A.D. accreditation:

Professional quality digital archiving of selected Core Assessment Projects, Final Portfolios and other selected studio projects each semester can provide another means to assess the quality of the Fine Art program and provide the visual documentation needed for accreditation purposes. Also, semester by semester documentation of selected individual studio projects can provide more immediate feedback about the strengths and weaknesses of the Fine art program. With the accumulation of archived student work overtime, it will be possible to compare the work of a current semester to preceding ones and make qualitative comparisons. The quality of overall student work in a subject area or major can be observed and assessed more objectively. We will not be dependent on our memories or other written documentation.

Pilot Project for December 2006:

Because of the expenses and complexity of setting up a program for digital archiving, the Department of Art and Design plans to do a pilot project for the Fall 2006 semester. The full time AR faculty will select one AR course and its Core Assessment project (usually the final project or the final class portfolio) to be professionally photographed. During the winter break we will meet to review that first digital archive and develop our procedures with a view toward archiving more comprehensively at the end of the Spring 2007 semester and each semester thereafter.

Other Assessment Measures:

Alumni Surveys. With the help of the Alumni Office, the Department of Art and Design wishes to survey its graduates from the past five years to determine their level of professional attainment and to get their perspective on the quality of their education at Park. Annual surveys of alumni in their fifth year after graduation can help us further chart how well our programs are serving our students over time.

It should be noted that the career path for fine art majors is less clear than it is for majors in interior design or graphic design. Unless they are also working toward K-12 art education certification or plan to go on immediately to graduate school, fine art graduates from Park (or from any university) should not plan on earning a living with their art work; rather they should plan to seek work in related fields while maintaining their studios independent of their livelihoods. An alumni survey of fine art graduates could show the degree to which the entrepreneurial spirit, as cited in Park's mission statement, has been realized in our graduates.

Art History. The study of the history of art is an important part of any studio art major. At Park our fine art students are required to take a minimum of 12 hours of art history (AR115, 215, 216 and 316). These non-studio courses within our majors are taught in traditional academic formats. Until now we have done no program wide assessment on how effectively this important body of knowledge is being taught. The Department of Art & Design proposes that in addition to the new Core Assessments and CARs for those classes, a comprehensive exit test such as the AP: Advanced Placement Exam for Art History or the Art: PRAXIS exam, be administered to all graduating seniors in Fine Art. (The Art: PRAXIS test has long been required of art education majors.) As with the Core Assessment digital archives, proposed above, an exit exam in art history could provide valuable program assessment for this aspect of the fine art major.

Employer Surveys. Selected interviews of several of our graduates' employers (with the permission of the graduate/employee?) should give us some helpful information about how well our programs prepared our students for their first professional positions and some insight into areas we could improve.

N.A.S.A.D. Accreditation: When the Department of Art and Design is ready, with the support of the administration of the university, to apply for NASAD accreditation, their assessment of our degree programs will provide the most meaningful and valuable assessment of all.

Conclusion:

The faculty of the Department of Art and Design is committed to providing excellent professional education to our students today, and to offering the B.F.A. degree in the near future while working toward N.A.S.A.D. accreditation. A strong assessment program, such as we have outlined here, will support and guide all three of those goals.