

DEPARTMENT OF FINE ARTS
ASSESSMENT PLAN FOR UNIVERSITY LEVEL COMPETENCIES

University Level Competencies

In 2010 the administration formed the UWAAC task force. It recommended the adoption of the four University Level Competencies (ULC) to serve as a guide for all academic programs. These competencies were adopted in 2010. All programs are required to develop an assessment plan by February 2012 that demonstrates how students achieve these competencies.

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence in their work. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates hold a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

The Winthrop University Touchstone Program includes courses that all students complete as part of their undergraduate education. The course goals that shape the content of these courses align with all four of the above ULCs. Some required courses in the Bachelor of Arts in art, art history and art education and the Bachelor of Fine Arts in Art including concentrations in Ceramics, General Studio, Jewelry/Metals, Painting, Photography, Printmaking, and Sculpture (for example, ARTS 101, 281 and ARTH 175 and 176) also fulfill Touchstone Program requirements, and therefore are inherently helping to develop student learning outcomes that lead to meeting some or all of the above ULCs measured during their capstone experience.

Current competency headings measured per rubric instrument include the bulleted below. There are variations of expected outcomes depending on level (freshman, sophomore, junior or senior/ capstone, and degree program). However, the rubrics are each consistent in format and headings.

ARTT 200 Foundation Portfolio Review (BFA, BA in Art, and BA in Art with Teacher Certification K12)

- Visual Communication
- Critical Development
- Content/Context in Written Communication

ARTT 300 Specialization Portfolio Review (BFA and BA in Art with Teacher Certification K12)

- Visual Communication
- Critical Development
- Synthesized Interdisciplinary
- Content/Context in Written/Verbal Communication

ARTT 400 Senior Exhibition (BFA)

- Visual Communication
- Critical Development
- Synthesized Interdisciplinary
- Content/Context in Written/Verbal Communication

ARTT 401 Senior Presentation (BA in Art)

- Visual Communication
- Critical Development
- Synthesized Interdisciplinary
- Content/Context in Written/Verbal Communication

ARTH 401 Art History Senior Presentation

- Assignment
- Purpose
- Thesis
- Ideas
- Details and Supporting Material
- Documentation
- Sentences
- Diction/Syntax
- Tone/Voice
- Mechanics (Grammar, Spelling, Punctuation)

MFA Candidacy Review

- Visual Communication
- Critical Development
- Synthesized Interdisciplinary
- Content/Context in Written/Verbal Communication

MFA Thesis Statement/Exhibition Review

- Visual Communication
- Critical Development

- Synthesized Interdisciplinary
- Content/Context in Written/Verbal Communication

EDUC 475

- Planning
- Instruction
- Environment
- Professionalism
- Art Outcomes
- As outlined in the rubric found at
<http://www.winthrop.edu/coe/sas/default.aspx?id=11281>

ARTE 685 Art Education Thesis (M.A.A.E.)

Revisions

With current changes to the Fine Arts curriculum and an emphasis on University Level Competencies, 1) rubrics and expectations, or learning outcomes; 2) calculation of results; 3) storing and accessing results; and 4) analysis of results will be revisited in the coming year by each area headed by Fine Arts Assessment Liaison Professor Courtney Starrett and Fine Arts Program Coordinators:

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| Fine Arts Liaison | Professor Courtney Starrett |
| BA in Art | Dr. Karen Stock |
| BA in Art History | Dr. Laura Dufresne |
| BA in Art with Teacher Certification K12 | Dr. Laura Gardner |
| BFA in Art | Professor Mark Hamilton |
| MFA | Tom Stanley, Chair of Fine Arts |
| MAAE | Dr. Laura Gardner |

Assessment of Competency 1 in the major

The entire required theoretical curricula in art, art history and art education (courses under the ARTS, ARTT, ARTH and ARTE rubrics) call upon students to complete assignments and projects that develop skills in logical, critical, analytical, evaluative, problem-solving thinking. These skills are evaluated several times throughout the curriculum through reviews such as ARTT200 (Foundation Review), ARTT 300 (Specialization Review). However in terms of ULC assessment within our capstone experiences, the following apply and primarily address competency in creative problem solving for BA in Art, BFA in Art, and MFA. In terms of all degree programs we assess a student's ability to reason logically, evaluate and use evidence, and solve problems. These classes include

- ARTS 500 Senior Studio Seminar/ARTT 400 Senior Exhibition in the BFA degree program;
- ARTS 501 Senior Presentation Seminar/ARTT 401 Senior Presentation in the BA in Art degree program;
- ARTH 454 Contemporary Art and Criticism/Writing and Presentation Rubric (ARTH 454, though not necessarily taken always at the senior level, it is a major ARTH writing intensive course for all Fine Arts majors);

- ARTH 451 Art History Methods/ARTH 401 Art History Senior Presentation in the BA in Art History degree program;
- ARTS 364 Digital Photography/Assessment exercises that use Bloom's Taxonomy of Cognitive Domains to assess not only recall of simple facts but to assess understanding and application of the communication principles taught in the class relative to praxis in digital photography and digital core. ARTS 364 is required of all BA in Art and BFA students. These exercises are found at <http://pearsonhighered.com/educator/mylabmastering/index.page>
<http://pearsonmylabandmastering.com/educators/>
<http://pearsonmylabandmastering.com/learn-about/>
http://portal.mypearson.com/portal/render.userLayoutRootNode.uP?externalSiteId=mypearson&key=22867244141157336841132012&uP_sparam=activeTab
- EDUC 490 Capstone for Educational Leaders/EDUC 475 Internship in Reflective Practice in the BA in Art with Teacher Certification K12 degree program;
- ARTS 695 Thesis I (written statement) and ARTS 696 Thesis II (exhibition) in the M.F.A. degree program.
- ARTE 685 Art Education Thesis (M.A.A.E.)

And BA in Art with Teacher Certification K12

- ARTE 391 Senior ARTE Exhibition
- Praxis I and II
- Application into the College of Education Teacher Ed Program

For all except the BA in Art with Teacher Certification, all rubrics and data collected are found for all of these capstone courses and events in the Fine Arts File of the CVPA Shared Drive. For the BA in Art with Teacher Certification this can be found at

<http://www.winthrop.edu/coe/sas/default.aspx?id=11281>

Assessment of Competency 2 in the major

Students develop skills as collaborators and leaders by completing creative projects throughout the program. A new course such as ARTS 490 (Junior Studio Seminar) is one example. Self-Reflection Essays are required in courses assessment courses such as ARTT 200 (Foundation Portfolio Review) and ARTT 300 (Specialization Review), and studio/practica courses such as ARTT 340 or ARTH 340 (Internship Education Experience). Though Competency 2 is a vital part of all of our program, integrity, perceived moral dimensions, and ethical reasoning are not easily measured within the program, especially at the capstone experience. These competencies are most accurately measured through students' achieving excellence in their work, especially at the capstone level. Excellence in work is measured in all the course/program assessment instruments noted above.

Assessment of Competency 3 in the major

Arts studio, art history and art education students come to comprehend the historical, social, and global contexts of their disciplines throughout our program via projects and assignments in ARTH 175 (Introduction to Art History from Prehistory Through The Middle Ages), 176 (Introduction to Art History from the Renaissance to the Present), and ARTH 348 (Modernism). Our students recognize how their chosen area of study is inextricably linked to other fields as they study foundations of their crafts, critical dialogue and communication; creative process and habits; and

professional options and standards within the field in courses such as ARTT 112 (Introduction to Fine Arts) and ARTT 113 (Introduction to Fine Arts Portfolio); the physical artistic foundations in courses such as studio foundations ARTS 101, 102, 205, 204, 206, 220 and 281 and the historical foundations in courses such as ARTH 175 and 176. At the capstone level, historical, social, and global contexts of their disciplines are measured in all the course/program assessment instruments noted above.

Assessment of Competency 4 in the major

Fine Arts students are learning to communicate effectively visually, orally and through written word as evident in art projects, statements, essays, research papers, and presentations. Initial written instruments are found in ARTT 200, Foundation Portfolio Review through written self-analysis of work. Written and oral communication is further measured in ARTT 300, ARTH 454, ARTS 490, and ARTS 364 Digital photography (where students' digital communication skills are also assessed). Faculty members mentor advanced students to refine oral, written and visual communication skills in all upper level studio courses. Students develop skills in communicating effectively in (rhetorical) oral and written modes through assignments and projects in courses such as ARTH 348 (Modernism) and especially, ARTH 454 (Contemporary Art and Criticism) which acts as an intensive writing requirement in Fine Arts. Additionally, ARTS 281 is a required Logic/Language/Semiotics requirement for all Fine Arts majors with the exception of Art History. Written communication is assessed in ARTT 200 (Foundation Portfolio Review), ARTT 300 (Specialization Review). At the capstone level, the students' competency to communicate effectively visually, orally and through written word are measured in all the course/program assessment instruments noted above.