

**WINTHROP UNIVERSITY
COLLEGE OF VISUAL AND PERFORMING ARTS
DEPARTMENT OF FINE ARTS
ASSESSMENT PLAN**

Creativity + Community + Collaboration

Assessment of student learning outcomes in the department of fine Arts occurs within the context of the following:

1. Ongoing assessment takes place in the classroom and studio learning environments. Faculty often use assessment tools that are embedded within curriculum or the processes of academic and professional standards associated with Art History, Art Education and Studio Arts.
2. The department offers three different B.A. degree programs, a B.F.A. degree program with seven different concentrations, and two master level degree programs. Though objectives may vary with specific programs, there are common over-riding objectives that assist our evaluation processes.
3. Academic assessment does not replace curriculum, departmental or other types of ongoing review for program improvement. It does supplement these tools and does assist our programs in moving forward more clearly with ongoing enhancements and changes.
4. Faculty ownership of and participation in assessment activities are essential. Assessment is embedded in the culture of the teaching/learning process within the department, but is not an end in itself. All faculty in the department are involved in assessment.
5. The department has a history of making curriculum enhancements and program improvements based on assessment observations and results. This is evidenced in the minutes of departmental meetings and recent departmental retreats.

Descriptions of a few examples of assessment measures demonstrate how the above general principles translate into concrete forms at the broader, departmental level.

Accreditation Reviews, Consultants and Annual Heads Reports

Winthrop is accredited by the National Association of Schools of Art and Design (NASAD). The former Department of Art and Design underwent its last self-student associated with a NASAD Review and Site Visit in 2002. Winthrop and art and design programs began a new NASAD self-student in fall 2011. A site visit is scheduled for spring 2013. In anticipation of the self-study, the Department of Fine Arts and the Department of Design did seek and underwent a review by a NASAD recommended outside consultant in spring 2010. Program success and criteria for improvement is evaluated with the stringent consideration of accreditation standards and data compiled annually in the HEADS report, the Institutional Audit and the newly instituted Affirmation Statement.

Annual Faculty Review

The Chair of the Department of Fine Arts reviews each faculty member's goals and records of accomplishments in March for the previous calendar year. Evaluation criteria include teaching,

creative/scholarly activity and service that supports student learning. On the basis of this assessment, faculty members and the chair collaboratively consider and design new goals and objectives.

Classroom Observation

The department chair and senior faculty member observe the instruction of probationary and adjunct faculty every semester in an effort to provide appropriate feedback.

Administrative Evaluation

All faculty members in the department make written evaluations of the department chair. The dean and chair, respectively, collect and analyze the faculty evaluations as one element in a larger annual review of administrative effectiveness. Annual consultations between these two administrators and their respective superior occur in order to develop a plan for improving administrative skills and effectiveness.

Promotion, Tenure and Post-Tenure Review

Full-time faculty are reviewed by their peers in the department, college and university with their applications for promotion and tenure. Full-time faculty are also reviewed every five years after receiving tenure. Evaluation criteria include teaching, creative/scholarly activity, and service that supports student learning.

Student Juried Exhibitions, Curricular Based Exhibitions, Art on Campus, and Critiques

Students have a number of opportunities during the course of the academic year to participate in adjudicated exhibitions, public art projects, commissions, and critiques. The annual Undergraduate Juried Exhibition is always adjudicated by an outside professional who provides feedback to the participants. Guest artists also provide critiques and studio visits not only to grad and under grads, but our capstone exhibitions like the Senior Exhibition ARTT 400. Students also receive a sense of their ability to achieve professional and department objectives and goals through the adjudication of public art proposal for the campus. Critiques are a standard studio curricular practice providing peer and faculty review.

Outside Exhibitions, Presentations and Collaborations with Civic Agencies

Students participate whenever possible in outside juried exhibitions sponsored by local, state and regional organizations or venues. In like fashion, Art History students participate in regional presentations at the Mint Museum and southeastern venues. These events provide feedback and evaluation in areas of presentation, creativity, and scholarly writing by experts, scholars and professional adjudicators. In like fashion, students and faculty also are measured through community engagement via their creative and scholarly activities. The collaborative development of public projects that require partnerships is an important component of the goals and objectives within the Department of Fine Arts. The success of our students and faculty alike is measured by their creativity, artistry, scholarly work, civic engagement and the number of peer-reviews activities in which they engage annually, and by their honors and awards.

Placement

Placement of graduates from the Department of Fine Arts in teaching positions, internships, professional positions, and graduate programs is considered in the assessment of departmental goals.

Collaboration, Self-Discovery and Innovation

At the heart of our program assessment are factors key to the creative process, innovation and collaborations. Self-discovery, risk taking and successful group problem solving are key measurements of program success. These are vital and not always quantitative.

The Assessment MAP in the Department of Fine Arts

Assessment Activity/Tool	Assessment Results	Frequency Assessment applied	Results used to make changes in:	Assessment results evaluated	Assessment Activity/ Tool Evaluated
Departmental Level					
Course Evaluations	Student feedback	Every Semester	Curriculum and faculty assignments every year	Every Year	Every five years
Faculty meetings	Minutes of meeting	Monthly	Curriculum and Programs ongoing	Every Year	Every five years
Faculty Retreat	Minutes	Yearly	Curriculum and Programs ongoing	Every Year	Every year
NASAD Self-Study http://nasad.arts-accredit.org/	Recommendations	Every ten years	Programs, facilities, health, safety and curriculum	Every ten years	Every ten years
NASAD Consultant	Recommendations	Every ten Years	Programs, facilities, health, safety and curriculum	Every ten years	Every ten years
Ad hoc committees as result of Faculty Retreat or Meetings	Minutes	As required	Curriculum and Programs on going	As Required	As required
Classroom Observation	Data by chair and senior faculty followed by meeting with adjunct or non-tenured faculty	Every semester or as required	Pedagogy and content on going	Every Year	Every five years
Chair's Advisory Committee of Students	Minutes	Every Semester	Program improvement ongoing	Every Year	Every five years
BA in Art Program					

ARTT 200 Foundation Portfolio Review With digital portfolio and written self- assessment	Evaluation of Digital Portfolio and Written Self- Assessment	Every Spring Semester	Foundation curriculum and pedagogy delivery, written communication	Every two years	Every five years
ARTH 175/176	Written Exams with ARTH Writing and Presentation Rubric	Every semester	ARTH Pedagogy	Every two years	Every five years
ARTH 454 Contemporary Art and Criticism	Written paper and presentation with ARTH Writing and Presentation Rubric	Every year	ARTH, Oral and Written Communication	Every two years	Every five years
ARTT/ARTH 401 Senior Presentation	Capstone digital presentation with visual, written and oral components	Every year	Visual Communication, critical and interdisciplinary development, and written and oral context/content	Every two years	Every five Years
BA in ART with Teacher Certification K-12 Program					
ARTT 200 Foundation Portfolio Review With digital portfolio and written self- assessment	Assessment of Digital Portfolio and Written Self- Assessment	Every Spring Semester	Foundation curriculum and pedagogy delivery, written communication	Every two years	Every five years
ARTH 175/176 Surveys	Written Exams with ARTH Writing and Presentation Rubric	Every semester	ARTH Survey Pedagogy	Every two years	Every five years
ARTT 300 Specialization Portfolio Review	Assessment of Digital Portfolio in concentration with written and oral presentation	January	Visual Communication, critical and interdisciplinary development, and written and oral context/content	Every two years	Every five years

ARTH 454 Contemporary Art and Criticism	Written paper and presentation with ARTH Writing and Presentation Rubric	Every semester	ARTH, Oral and Written Communication	Every two years	Every five years
Application to Teacher Education (for Certification degree students)	Student Essay and Portfolio	In fourth semester	Curriculum	Every year	Every seven years by COE
Praxis I (for Certification degree students)	Student test scores	In fourth semester	curriculum	Every year	Every seven years by COE
Praxis II (for Certification degree students)	Student test scores	In final semester	curriculum	Every year	Every seven years by COE
Internship EDUC 475 and Capstone Course EDUC 490	Art Education Internship Midterm/Final Evaluation Report at http://www.winthrop.edu/coe/sas/default.aspx?id=16668	Every Year	Pedagogy and practice in Planning, Instruction, Teaching Environment, Professionalism and Content ARTE Standards	Every year	Every five years
BA in Art History Program					
ARTH 175/176 Surveys	Written Exams with ARTH Writing and Presentation Rubric	Every Semester	ARTH Survey Pedagogy	Every two years	Every five years
ARTH 454 Contemporary Art and Criticism	Written paper and presentation with ARTH Writing and Presentation Rubric	Every Semester	ARTH, Oral and Written Communication	Every two years	Every five years
ARTT 401 Senior Presentation	Capstone written paper and presentation	Every year	Visual, verbal and written Communication; research, problem solving, risk taking and innovation; Critical thinking and ability to develop concepts; multiple areas of synthesis; and content and	Every year	Every five years

			contextualization of ideas information and theories.		
BFA in Art					
ARTT 200 Foundation Portfolio Review With digital portfolio and written self- assessment	Assessment of Digital Portfolio and Written Self- Assessment	Every Spring Semester	Foundation curriculum and pedagogy delivery, written communication	Every two years	Every five years
ARTH 175/176 Surveys	Written Exams with ARTH Writing and Presentation Rubric	Every Semester	ARTH Survey Pedagogy	Every two years	Every five years
ARTT 300 BFA Concentration Specialization Portfolio Review	Assessment of Digital Portfolio in concentration with written and oral presentation	August, January and April	Visual Communication, critical and interdisciplinary development, and written and oral context/content		Every five years
ARTH 454 Contemporary Art and Criticism	Written paper and presentation with ARTH Writing and Presentation Rubric	Every semester	ARTH, Oral and Written Communication	Every two years	Every five years
ARTT 400 Senior Exhibition	Capstone Exhibition, website and written statement	Every year	Visual Communication, Critical and Interdisciplinary Development, and Content/Context of Written and Oral Communication	Every year	Every five Years
M.F.A in Art and Design					
Studio Seminar Presentation	Assessment of Oral presentation with digital portfolio and written self- assessment	Every semester as needed	Visual Communication, critical and interdisciplinary development, and written and oral context/content	Every two years	Every five years

Candidacy Review	Assessment by MFA Committee of Candidacy Exhibition, digital portfolio and oral defense	Every semester as needed	Visual Communication, critical and interdisciplinary development, and written and oral context/content	Every two years	Every five years
Thesis Exhibition	Assessment of thesis statement, oral defense and thesis exhibition	Every semester as needed	Visual Communication, critical and interdisciplinary development, and written and oral context/content	Every two years	Every five years
M.A. in Art Education					
Related course work and projects	Projects	Every semester as needed	Proficiency of art and design principles, skills and applications in studio work.	Every two years with cohort	Every five years
Related course work and projects	Papers, projects reports	Every semester as needed	Proficiency of problem solving and creative/critical thinking skills applied through oral and written pedagogical studies.	Every two years with cohort	Every five years
Related course work and projects	Papers, projects, reports	Every Semester as needed	Proficiency in the awareness of historical and contemporary perspectives in art and apply these to art education.	Every two years with cohort	Every five years
Thesis Project	Written Project, oral defense and presentation	Every two years with cohort	Engagement with the professional community	Every two years with cohort	Every five years