

Fine Arts Major

2008-2009 "ONE QUESTION" STUDENT LEARNING OUTCOMES ASSESSMENT RESULTS

LEARNING GOAL/OUTCOME

OFFER A CONSTRUCTIVE CRITIQUE IN THE EVALUATION OF THEIR ARTWORK AND OTHER'S WORK.

RESULTS

THROUGH INFORMAL POLLING WITH STUDENTS DURING SOPHOMORE REVIEWS AND INDIVIDUAL STUDENT ADVISING, IT HAS BEEN FOUND THAT A CONSISTENCY IN QUALITY OF CRITIQUE FOR ALL STUDIO COURSES MUST BE ESTABLISHED. HOWEVER, THE GENERAL, STUDENT FEEDBACK REGARDING QUALITY OF CRITIQUES RECEIVED IN STUDIO COURSES HAS BEEN HIGHLY POSITIVE. WHEN STUDENTS WERE ASKED IF THEY RECEIVED APPROPRIATE FEEDBACK AND CONSTRUCTIVE CRITIQUE FOR THEIR COURSE ASSIGNMENT, THE OVERWHELMING MAJORITY RESPONDED THAT FACULTY PRESENTED CRITIQUE OF FORMAL QUALITIES OF THEIR WORK AS WELL AS INPUT ON THE ORIGINALITY OF THEIR ART WORK. A MAJORITY OF STUDENTS ALSO STATED THAT IT WAS HELPFUL TO DO WRITTEN EVALUATIONS REGARDING THEIR CREATIVE WORK. WRITING ABOUT THEIR PROCESS AND PRODUCT ALLOWED THE STUDENT TO CONSIDER THE VARIOUS QUALITIES OF THEIR CREATIVE OUTPUT - WHAT THEY EXCELLED IN AND A RECONSIDERATION OF WHAT THE STUDENT VIEWED AS FAILURES IN THE WORK. ALSO FORMAL PRESENTATION OF FINAL PROJECTS IN THE FORM OF CRITIQUE, HAS HELPED STUDENTS VOCALIZE SELF-ASSESSMENT IN A PUBLIC FORUM. THROUGHOUT POLLING REPLIES THERE WAS ONLY ONE FACULTY MEMBER WHO FAILED TO PRESENT CONSTRUCTIVE CRITIQUE IN STUDIO COURSES, THIS SITUATION IS BEING ADDRESSED BY THE CHAIR OF THE DEPARTMENT.

ANALYSIS

As expected, formal in-studio critique of student work stimulates a high level of conversation and creative engagement by Art students. Student responses to an assignment can vary widely, and the process of critique is a productive and pedagogical way to analyze and evaluate the art works. Students learn from each other's responses, and learn from analyzing successful and less successful strategies in problem solving and finding creative and aesthetic solutions. The critique process improves analytical skills and helps students relate to contemporary art. Written critical summations of completed work, also help students develop a critical language.

HOW THE RESULTS WILL BE USED

SOME STUDIO COURSES STILL DO NOT REQUIRE VERY MUCH WRITING, WE WILL SEEK TO HAVE MORE WRITING REGARDING CREATIVE WORK INCLUDED IN ALL STUDIO COURSE SYLLABI. ALL FACULTY ARE BEING ASKED TO SPEND ADEQUATE TIME CRITIQUING STUDENT WORK AND ALLOWING SPACE FOR ACTIVE DISCUSSION IN STUDIO COURSES.

REFLECTIONS

Each year's assessment question has been successfully implemented, the primary issue is how may they be sustained. Ideally by inclusion in course syllabi, questions continue to be addressed regularly from year to year.

2009-2010 CONTACT PERSON

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