

**Oakland University Assessment Committee
Assessment Plan Template**

Step 1: Basic Information

Program Name: Studio Art

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

- Undergrad x
Master's
Doctoral

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Current Assessment Contact Representative (& E-mail):	Sally Schluter Tardella	tardella@oakland.edu
Current Department or Program Chair (& E-mail):	Vagner Whitehead	whitehea@oakland.edu
Current Dean (& E-mail):	Kevin J. Corcoran	corcoran@oakland.edu

Step 2: Type of Assessment Plan

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

- In column 1, record what aspects of the OU Mission your program addresses.
- In column 2, record your program goals as they relate to the OU Mission.
- In column 3, record your program’s planned student learning outcomes related to each program goal.
- In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Add rows to the table as necessary.

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
Strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship.	To prepare students <ul style="list-style-type: none"> • to think critically and independently, write, produce art, and generally engage as creative productive citizens of their communities. • for careers as practicing artists and in related creative fields and/or for post graduate studies. 	Students will demonstrate <ul style="list-style-type: none"> • artistic imagination, conception and actualization in art work • proficiency in techniques and materials in art work • the ability to define art work in a clear, concise and intellectual manner in visual and written formats • the ability to articulate relevant historic, artistic, and theoretical connections to existing and/or emerging creative concepts in visual and written formats 	Capstone thesis paper Capstone thesis art work

Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
The Assessment Committee will consist of at least four members, including Committee Chair, serving for three years. Attempts will be made to include members from each specialization and have an equal balance between junior and senior faculty. The committee Chair will be determined from existing, experienced committee members and will serve for no more than two report cycles. The regular rotation of committee members should allow for a broad understanding of the role and potential of the assessment process for the studio art faculty and curriculum.	<ul style="list-style-type: none">• compile written thesis and thesis art work in digital form each term• review data for the report• present and discuss results with full AAH faculty• write the report• evaluate rubrics• evaluate effectiveness of plan• attend assessment workshops

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

The Assessment Committee will meet to review collected data from every thesis class. Statistics and general findings will be presented to the full AAH Department for discussion.

B. How will you use results to improve your program?

Reports will serve as a foundation for curricular discussions.

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

Attached revised rubrics:

1. Thesis Project
2. Written Thesis

1. THESIS PROJECT ASSESSMENT & GRADING FORM

STUDENT: _____ PROJECT: _____ GRADE: _____

	COMPOSITION / FORM	METHODOLOGY	PRESENTATION	CONCEPT
4	Exhibits full knowledge and exemplary ability to compose visual elements in support of a particular concept, topic, or subject matter.	Exhibits full regard for tools, materials, and processes in relation to imagery, form, and concept. Skillful and competent technical execution.	Exhibits full regard for works size, format, orientation, and mode of display in relation to imagery, form, and concept.	Conceptual intent is clear and relevant. Exhibits an exemplary articulation of personal vision. Work is very original.
3	Demonstrates informed ability to compose visual elements in support of a particular concept, topic, or subject matter.	Demonstrates an informed regard for tools, materials, and processes in relation to imagery, form, and concept. Moderate technical execution.	Demonstrates informed regard for works size, format, orientation and mode of display in relation to imagery, form, and concept.	Conceptual intent is apparent. Demonstrates informed articulation of personal vision. Work is original.
2	Emerging ability to compose visual elements in support of a particular concept, topic, or subject matter.	Conventional choice of tools, materials, and processes in relation to imagery, form, and concept. Average technical execution.	Emerging regard for works size, format, orientation, and mode of display in relation to imagery, form, and concept.	Emerging conceptual intent. Moderate articulation of personal vision. Emerging originality.
1	Weak & inconsistent ability to compose visual elements in support of a particular concept, topic, or subject matter.	Weak & inconsistent technical execution. Minimal consideration for tools, materials, and processes in relation to imagery, form, and concept.	Weak & inconsistent regard for works size, format, orientation, and mode of display in relation to imagery, form, and concept.	Conceptual intent is unclear. Weak & inconsistent articulation of personal vision. Work is unoriginal.
0	Visual elements do not support the concept, topic, or subject matter.	No consideration for tools or materials. Unpracticed technical execution.	No regard for works size, format, orientation, and mode of display in relation to imagery, form, and concept.	Conceptual intent is irrelevant. No articulation of personal vision. Work is overtly derivative.

2. WRITTEN THESIS ASSESSMENT & GRADING FORM

STUDENT: _____ PROJECT: _____ GRADE: _____

SA491 WRITTEN THESIS	WORK PLACED IN CONTEXT	ARTICULATION OF PERSONAL ARTISTIC VISION
4	Clearly articulates the theoretical component of the thesis artwork Exceptional contextualization of the work through art historical references, connections to contemporary art issues and appropriate terminology	Excellent articulation of student's personal vision and the conceptual intent of the artwork
3	Good articulation of the theoretical component to the thesis artwork Good contextualization of the work through art historical references, connections to contemporary art issues and appropriate terminology	Good articulation of student's personal vision and the conceptual intent of the artwork
2	Attempt is made to articulate the theoretical component to the thesis artwork Art historical references, contemporary art issues and are incorporated into the thesis paper but terminology is sometimes misused	Shows inconsistent ability to articulate personal vision and the conceptual intent of the artwork
1	Poor articulation of a theoretical component to the thesis artwork Very little attempt to incorporate art historical references or contemporary art issues into the thesis paper and terminology is used incorrectly	Shows very little ability to articulate personal vision and the conceptual intent of the artwork
0	No articulation of a theoretical component to the thesis artwork No attempt to incorporate art historical references or contemporary art issues into the thesis paper and terminology is used incorrectly or not at all	No discussion of personal vision or description of conceptual intent of the artwork