Results Summary

Program Unit: Visual Arts BA

College/School: College of Arts & Sciences

Assessment Overview
We assess four learning outcomes on a three-year cycle for our Visual Arts Program. We use our Senior Thesis project, Junior Review, and studio courses, to evaluate the quality of our students’ artmaking, technical competency, critical thinking, and understanding of the many-layered components of artmaking (i.e. social, visual, psychological, aesthetic).

Results Summary
In Spring 2015, we used the Junior Review process to assess our Critical Thinking outcome. All junior-level students participated in the process, and were evaluated by all faculty, according to a faculty-developed rubric. The review performance was evaluated according to four criteria: (1) written responses to a questionnaire, (2) oral presentations offered by students before members of the Visual Arts faculty, (3) student responses to questions about their work from faculty and (4) the art work presented during Junior Review that provided the basis of written and oral comments for our discussion.

Students proved most capable in the written and oral presentation of their artwork, offering reasonably cogent arguments about the primary directions of their work. Students had a more challenging time effectively conveying the context and implications of their artwork and its relationship to existing artmaking traditions.

After reflecting on the strengths and shortcomings of student progress during the Junior Review, we are adopting initiatives in our classes that are designed to strengthen the student’s critical understanding of the artwork they make and the artwork of others. We have already implemented adjustments in several courses in the 2015-16 academic year, so that students will have more practice in this area by the time they reach Junior Review.