Assessment Plan

Program Master of Art in Fine Arts Education: Studio Option
Department of Fine Arts
College of Visual and Performing Arts
Kean University

Mission:

The mission of our MA degree in Studio Art at Kean University has several related goals that are aligned with the University Mission. The MA degree program is designed for individuals who have certification in art education and are interested in advanced work in studio arts to achieve a degree in Fine Arts. Opportunities are provided for exploration in a range of two and three dimensional studio areas. Emphasis is placed on advanced study and mastery in a creative field in which the student has demonstrated prior competency. This program is in keeping with the Kean University Mission to provide equal access, equity and diversity for all students.

Assessment Process:

The assessment process for MA Education/Studio students begins with the incoming portfolio review. Students applying for our Fine Arts MA programs are required to submit a portfolio of 10-15 samples of their work within the proposed area of concentration intended for the MA. This provides a starting point for which we can assess the level at which the student enters our MA Ed. Studio Program. MA Education/Studio students have 8 core courses to take as part of the requirements for the major. These core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of professional practices in studio art as well as the various areas of study within the field. As such, the core courses are the primary vehicle for assessing the knowledge of our students. Beyond the 8 core courses, students take 3 other courses offered within our program, and it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore, the faculty agreed to center our assessment on the core knowledge of studio concentration as presented in our core requirements.

Each core course has assessment tools as part of the evaluation process and the program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, the first portfolio review (done at the end of the student’s first semester has demonstrated to the faculty that students must follow the course sequence in foundations courses in order to steadily improve their skills. Because the course registration software does not enforce prerequisite courses, all faculty now ensure that students enrolled in their courses have the necessary prerequisites. The portfolio review reinforces that emphasis on the development of studio skills and enables faculty to make recommendations to students on the need for additional courses or
adjustments in their course sequence.

Beginning Fall 2011, the culminating assignment done in the capstone course has been identified as a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from as assignment that requires students to provide the evidence of meeting program goals. Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. Culminating assessment is done in the Graduate Seminar taught over two consecutive semesters by the same faculty member to ensure consistency. Additional assessments, in place for over ten years, include an assessment of student portfolios in December of their first semester and again in February of their second, the preparation of an artist statement in the second year (spring semester), a ten page thesis statement in the fall of their second year, and a curriculum vitae and biography written in their spring semester to coincide with the MA student exhibition. A final Assessment form is utilized during the Graduate Thesis Exhibition at which time the students are assessed on their verbal skills as well as the presentation of their exhibition of creative work. In addition, we make use of the Graduating Student Survey, an indirect measure developed by the Assessment Office. Data from the student survey will also help inform our decisions regarding program improvement to increase student learning.

Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs* derived from the Institutional Mission. (Data from Direct and Indirect Measures collected each semester in the Graduate Seminar taught over two consecutive semesters by the same faculty member for consistency. This is a designated, end-of-program course.)

Students who graduate with a Master’s in Art Education: Studio Option should be able to:

**SLO1**: Exhibit competency in media used in art-making. (KU 1, 4, GE, K4, S3, S4)

Direct Measure: Graduate Seminar, final semester Master’s Exhibition, artist’s statement along with verbal ability to self critique personal artwork (scored with rubric).

Indirect Measure: Graduating Student Survey upon program completion

**SLO2**: Demonstrate awareness, understanding and mastery of technical skills in chosen media. (KU 1, 4) (GE K4, S3, S4)

Direct Measure: Final year (fall) ten page thesis, vitae, and verbal ability to be self critical of own artwork (will be scored with rubric beginning fall 2012).
Indirect Measure: Graduating Student Survey upon program completion

**SLO3**: Demonstrate verbal and written communication skills; evaluate and describe works of art, insights, and inspirations. (KU 1, 4) (GE K4, S3, V4)

Direct Measure: Master’s exhibition, artist’s statement, verbal ability to self critique artwork (all scored with rubric).

Indirect Measure: Graduating Student Survey upon program completion

**SLO4**: Create a body of work for final thesis group exhibition with accompanying artist statement, bio and vitae. (KU 1, 2, 4) (GE K3, K4, S1, S2, S4)

Direct Measure: Master’s exhibition, artist’s statement, vitae and biography (all scored with rubric)

Indirect Measure: Graduating Student Survey upon program completion

* KU Student Outcomes: *Kean University graduates should be able to:*

1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. programs)

**General Education Student Learning Outcomes**

- **Student Learning Outcomes – Knowledge:** Students will demonstrate proficiency in knowledge and content by:
  
  (K1) applying the scientific method to comprehend natural concepts and processes;
  (K2) evaluating major theories and concepts in social sciences;
  (K3) relating historical references to literature; and
  (K4) evaluating major theories and concepts in the fine arts.

- **Student Learning Outcomes – Skills:** Students will demonstrate the skills necessary to:
  
  (S1) write to communicate and clarify learning ;
  (S2) communicate effectively through speech;
  (S3) solve problems using quantitative reasoning;
  (S4) think critically about concepts in multiple disciplines; and
  (S5) show information literacy.