Art BA
Created by AIS WWU on Sep 12, 2018 10:37 AM (CDT)

Annual Assessment

Art BA

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Bachelor of Arts Program prepares the studio art student for both professional and higher educational opportunities in the art world. BA students gain a basic foundation in a variety of art processes and techniques, along with an understanding of the arts from both a historical and cultural perspective. Students have the opportunity to focus on specific areas of painting, drawing, sculpture or ceramics while exploring their own aesthetic. BA students can minor in other areas such as education or business.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2015-2016

 3

Student Minors 2015-2016

 3

Student Majors 2016-2017

 6

Student Minors 2016-2017

Concentrations 2015-2016
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Of the 6 Studio BA majors, Two of them have an Art Ed concentration

Concentrations 2016-2017
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Program goals for student retention are: faculty role models, faculty encouragement characterized by extra-Curricular activities, constructive critiques throughout the year, and the annual student assessment. We believe that creativity and critical thinking is what our program exemplifies. A recent report from the Curb Center for Art, Enterprise and Public Policy at Vanderbilt University stated that companies across America are starting to see a critical talent gap as older employees retire. We have seen art students work as teachers of the arts and as graphic designers, and other careers that require the ingenuity and imagination needed to succeed in a variety of careers. According to the nonprofit organization Americans for the Arts, the arts and culture industry creates about 5.7 million full-time jobs every year, nationwide! Our majors develop self-discipline and a strong work ethic. The persistent numbers who graduate from our program have come to know their professors and appreciate and have confidence in their acchievements. Art majors possess skills business leaders need: creativity and the ability to communicate. The Faculty are always looking for ways to inspire students in the realm of self-motivation and commitment in their work, -we see room for improvement. Faculty can be the best examples in their own research and should be supported in that area. Also keeping students informed of art competitions and exhibit opportunities has been a goal of ours. We are striving to continue coordination of curriculum and art gallery as well as bringing in more visiting artists. We would like more money for the budget for visiting artists Student exposure to diverse artists provides a framework for advancement supportive of the institution's mission statement. And our students can be inspired and motivated by listening to their ideas and experiences. llowing is a sampling of just a few alumni from our program:

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ART.1	Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.
ART.2	Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art
ART.3	Students will be able to identify and articulate the significance of major periods and works in the history of art.
ART.4	Students will be able to demonstrate critical analysis applied to their own work and the work of others.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

  Currently ART 101, ART 105, ART 110. ART120, ART 220., ART 206, ART 230, ART 231, ART233, ART 222, are our common study courses

Students will develop the ability to express ideas and concepts, both logically and creativity, through written, oral, reflective, and aesthetic practices utilizing various media forms.We believe all the Gen Ed courses are included in the arts in some way. Creativity/Critical thinking -Art faculty believe critical thinking, is what inspires creativity in the arts. Diversity and varied points of view are also integrated in the assessment process and classroom critiques. Our art courses and the art making process also reflect historical and scientific components, ethics, philosophy, math –all of it, is touched upon in the visual arts in some way. Our students use math all the time in size relationships and proportions for compositional balance and unity. The result of this integration offers all students opportunities to perceive general education as necessary to become better artists. Seeing the world from as many points of view and a broad spectrum only enhances the students understanding of perception and intuition. Also Artistic motivation often comes from unique institutional and community based programs such as Woods Around the World, Academic Service Learning, theater, community One Read, and a broad range of LEAD programs. Art students have been seen drawing horses and riders in their classes and also in the mock court room doing portraits. Students have gone into nursing homes to draw and paint as well as demonstrate their skills in local schools. Our student work and the visiting artists' exhibits in our gallery along with LEAD events in the arts certainly helps expand non-art students comprehension of their place in the world as well.

Program Activities:
GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

Art BA

	ART 110	ART 111	ART 208	ART 209	ART 206	ART 207	ART 307	ART 308	ART 309	ART 310	ART 311	ART 470
ART.1 Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.	I	R	I	R	I	R	R	R	M	R	M	A
ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	I	R	I	R	I	R	R	R	M	R	M	A
ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.	I	R	I	R	I	R	R	R	M	R	M	A
ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.	I											A

	ART 105	ART 115	ART 210	ART 230	ART 231	Student Performance Review
ART.1 Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.	I	I	I	I	I	A
ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	I	I	I	I	I	A

ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.	I	I	I	I	I	A
ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.	I	I	I	I	I	A

Assessment Findings

Assessment Findings for the Assessment Measure level for Art BA

<table>
<tr><td colspan="6">ART.1 Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.</td></tr>
<tr><td colspan="6">Assessment Measures</td></tr>
</table>

ART 470					
Assessment Measure	**Criterion**		**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Gallery Exhibit	Has the criterion ART 470 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met				

Student Performance Review					
Assessment Measure	**Criterion**		**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met				

ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art				
Assessment Measures				

ART 470				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Gallery Exhibit	Has the criterion 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			
Direct - Presentation	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet? Met			

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met			

ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.				
Assessment Measures				

ART 470				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion ART 470 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met			

ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.

Assessment Measures

ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion ART 470 100% BA students should be evaluated as either proficient or advanced in this objective been met yet? Met			

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion Assessment Day-portfolio review: 100% of Seniors are expected to rank as proficient or advanced. 100% Juniors are expected to rank as developing or proficient. 100% Sophomores are expected to score at novice or developing been met yet? Met			

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

No discussion on the Assessment Process

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Every spring semester in February there is a 2 day portfolio review process. Students select their best work from the past year and present it to faculty and outside evaluators. We bring in qualified professionals and/or faculty from other colleges who enjoy the process are invested in our program. Students have voiced their appreciation of this process, especially feedback of the external assessors. This process is also a big motivator for students and is extremely beneficial to the program assessment process. See data below

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
S17_Portf_Review_Schedule_Day_2_copy.pdf
S17_Port_Review_Schedule_Day_1.pdf

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Three main goals of Senior Practicum class

1. Create an independent work for Senior exhibit –along with a 1 page Artist's Statement

2. Cooperatively –with peers, develop and execute a public exhibition of their best

    work.

3. Independently develop and complete a self-assessment that includes a min. 5-page paper,

Each senior gives a 15 minute presentation discussing senior project and their other exhibited work to the art faculty right after their exhibit goes up. Art Faculty assesses both the whole exhibit and each individual senior project. Seniors colaboratively put on a public reception.kicking off their month long senior exhibit. This exhibit is seen by the student body and faculty as well as alumni, president's cabinet and community. Seniors are in charge of marketing, installation, food and take down. This year, Seniors voluntarily and cooperatively created a 12'x12'x12' interactive installation piece.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

A LEAD event was sponsored by art faculty. Particicpants were to write a minumum 100 word reaction statement to a work of art in the exhibit that had the most meaningful or appealing effect on them. Over 150 students participated.

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art

exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Faculty award was presented to Alicia Owens. Her senior project 'Self Portrait' was selected for permanent collection.

Paige Haislip won the Student Choice award for the most LEAD write-ups

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	• Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:					