**Art BA Annual Assessment 2017-2018**

# 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

|  | **Minors** | **Majors** |
|---|---|---|
| **2017-2018** | 16 | 8 |
| **2016-2017** | 20 | 8 |

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

|  | **Photography** | **Studio Art** | **Art Education** |
|---|---|---|---|
| **2017-2018** | 2 | 2 | 4 |
| **2016-2017** | 2 | 2 | 5 |

**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.

**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?*

NA

# 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. |

**Program  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 203, ART 208 ART 230, ART 231, ART233,  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.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

# Curriculum Map

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

**Art BA(Imported)**

|  | ART 110 | ART 111 | ART 208 | ART 209 | ART 206 | ART 207 | ART 307 | ART 308 | ART 309 | ART 310 |
|---|---|---|---|---|---|---|---|---|---|---|
| **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 |
| **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 |
| **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 |
| **ART.4** Students will be able to demonstrate critical analysis applied to their own work and the work of others. | I | | | | | | | | | |

|  | ART 311 | ART 470 | 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. | M | A | 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 | M | A | 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. | M | A | 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. | | A | I | I | I | I | I | A |

# Assessment Findings

**Assessment Findings for the Assessment Measure level for Art BA(Imported)**

<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">

| **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 | | | | |

</td></tr>
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<table>
<tr><td colspan="6">ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art</td></tr>
<tr><td colspan="6">

| **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 | | | | |

</td></tr>
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| 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. | | | | |
|---|---|---|---|---|

| **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. |
| --- |

| **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?<br>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?<br>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.*

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. Art faculty brings 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 to show their best work and practice talking about their work, and also it is extremely beneficial to the program assessment process. Evaluators and faculty rate the student according to the rubric. This data is reviewed by art faculty and the feedback is given back to the individual students during registration. Faculty discuss the overall findings at the end of the year as well as the actual assessment procedures. This year we found approx. 90% BA students were proficient. The one thing we did differently this year was have the seniors prepare for an actual mock interview. Our evaluators ask them appropriate questions as if they were applying for a job. We felt this helped them prepare for an interview better and use their portfolio as examples of their skill sets in the questioning. Faculty is happy with the undergrad evaluation process that we have been using for several years.

**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.*

S18_ART_Port._Review_Schedule_Day_1.pdf
S18_ART_Port._Review_Schedule_Day_2_.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.  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's exhibit was called "Cloud Nine". Seniors put up their best work from the past 4 years of college. They learn how to assess their work and each others, work cooporatively and organize a whole exhibit. The senior pieces this year were innovative and well crafted as a whole, The student body benefits from viewing and selecting a piece to talk about visual appeal and meaning, and there are eye opening remarks on the LEAD forms. Art Faculty assesses both the whole exhibit and each individual senior project. The faculty  listens to their presentations and assesses knowledge and understanding of both processes and design that they have learned during the time at WWU. , as well as see each personal aesthetic. This is an excellent way to see both triumphs and faults of the program as a whole.  Next year in the Senior Practicum class I would like to get the student to look at more contemporary art and spend more time assessing and becoming more confident in using art/design terminology. Also more effort into addressing the arts as innovation and problem solving. Overall, faculty is in agreement work was creative and well presented.

**Assessment Rubrics**
*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*
Portfolio_Review_Studio_Art_Performance_Rubric_S17.pdf


**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.*


Senior Exhibit "Cloud Nine" 2018 -A LEAD event was sponsored by art faculty. Particicpants (student body) 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.

Several other LEAD events (10-12) took place this year with other Cox Gallery exhibits and 2 visiting artists. There were also several student hallway exhibits inviting students to assess and engage with the work for a LEAD point. A large mandela project  involving over 100 students was done in the spring of 2018. These were displayed in gallery foyer during the Gender/Racism exhibit.


**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 Abby Haas  for her digital photograph "Hair" for the permanent collection. Senior show exhibit 2018

Lexi Rosa won the Student Choice award for the most LEAD write-ups from that senior exhibit

Student Exhibit 2017 Awards

Maddie Jarrel –Artistic Creativity

Leah England –Dedication to Craft

Bennett Zink –Pursuit of Artistic Excellence

Sarah Burchett –Consistency in Achievement

5 WWU art students exhibited in the Mimic the Masters Exhibit, Art House Fulton, MO March 2018

Mentor /Mentee student Bennett Zink 17-18

Faculty Terry Martin and Bennett also exhibited together at the Runge Center in Jefferson City

**Faculty Accomplishments**
*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*
Assistant professor, Jane Mudd
Juried exhibit Quintessence Columbia Art League March2017,
Juried exhibit Comestible Columbia Art League April 2017, -Honorable Mention
CAL Members Exhibit Scapes, Columbia Art League May/ June -3rd place
Callaway Plein Air IV May 25th -28th Chair and participant.
6th Annual Golden Hills Exhibit, Sept. 9 2017 -Honorable Mention
Steelville MO Annual Plein Air event June 5-9, 2017 -2 Honorable Mentions
Juried exhibit Interpretations V Aug-Sept. '17 Columbia Art League
WWU Faculty Exhibit November, 2017
Exhibited 7 paintings Women Educator's Exhibit Feb.-April 2018, at the Boone County Historical Society

Professor Terry Martin
Presented "Life is Art" Gatlinburg College Fall 2017
Mentor/ Mentee Project "The Art Of Conservation" 2017-18 with student Bennett Zink, Runge Center Jefferson City
Juried into the National Oil and Acrylic exhibit 2017

Professors Bob Elliott and Jane Mudd evaluated Culver-Stockton College Art Program, March 2018

## ⌃ Annual Assessment Rubric
10.000 pts 66.67%

| | 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 |