

Art BFA Annual Assessment 2016-2017
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Annual Assessment

Art BFA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Bachelor of Fine Arts program prepares students for both professional and higher educational opportunities in the art world. BFA students gain a solid foundation in a variety of art processes and techniques, along with an indepth understanding of the arts from both a cultural and historical perspective. Students have the opportunity to focus on specific areas of concentrations such as: painting, drawing, sculpture, ceramics and printmaking that will make for a strong portfolio and personal aesthetic.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2015-2016

4

Student Minors 2015-2016

5

Student Majors 2016-2017

3

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.

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?

:Art faculty of course would like to see 100% retention. Right now it is around 80%. Sometimes reasons other than programing are reasons for student departure. Persistent student retention we feel is based on the faculty's commitment to teaching as well as keeping students aware of local and regional art opportunities, for exhibition and instructing others. 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 are supported in that area. Keeping students informed of art competitions, exhibit opportunities and job opportunities has always been a goal of ours even after our students graduate.

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.
ART.5	Demonstrate the development of an aesthetic philosophy and original vision.

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.

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
I - Introduced
R - Reinforced
M - Master

BFA curriculum map

	Student Perfor m Review	ART 115	ART 111	ART 105	ART 110	ART 206	ART 207	ART 208	ART 209	ART 210	ART 220	AR T 221
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.	A	I	R	I	I	I	R	I	R	I	I	R
ART.2 Produce works of visual art demonstrating knowledge of processes	A	I	R	I	I	I	R	I	R	I	I	R

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.	A	I	R	I	I	I	R	I	R	I	I	R	
ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.	A	I	R	I	I	I	R	I	R	I	I	R	
ART.5 Demonstrate the development of an aesthetic philosophy and original vision.	A	I	R	I	I	I	R	I	R	I	I	R	

	ART 230	ART 231	ART 310	ART 311	ART 308	ART 309	ART 470	ART 233	ART 331	ART 222	ART 212	ART 213	ART 312
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	R	M	R	M	A	R	R	R	I	R	M
ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art	I	I	R	M	R	M	A	R	R	R	I	R	M
ART.3 Students will be able to identify and articulate the significance of major periods and works in the history of art.	I	I	R	M	R	M	A	R	R	R	I	R	M
ART.4 Students will be able to demonstrate critical analysis applied	I	I	R	M	R	M	A	R	R	R	I	R	M

to their own work and the work of others.													
ART.5 Demonstrate the development of an aesthetic philosophy and original vision.	I	I	R	M	R	M	A	R	R	R	I	R	M

Assessment Findings

Assessment Findings for the Assessment Measure level for BFA curriculum map

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

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

Assessment Measures

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?			

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

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

Assessment Measures

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

ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others.				
Assessment Measures				
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?			
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objectiveress			

	been met yet?			
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ART.5 Demonstrate the development of an aesthetic philosophy and original vision.				
Assessment Measures				
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?			
ART 470				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Gallery Exhibit	Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objective been met yet?			

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.

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 and 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.

Portfolio_Review_Schedule_2017.docx

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. Seniors also collaboratively 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.

Senior_practicum_rubric_and_objectives.docx

Portfolio_review_SENIOR_assessment_results2017.docx

Portfolio_review_SENIOR_assessment_results2017.docx

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.

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.

	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 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:					

Proposed GE Cluster Descriptions – FINAL Version

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

2017 Portfolio Review Schedule – Wednesday, Feb. 22

(Studio Art, Art Education)

9:00 _____
9:30 _____
10:00 _____
10:30 _____
(10 minute break)
11:10 _____
11:40 _____
12:10 _____
(lunch break)
1:00 Freshmen Group Review

Portfolio review assessment results

Visual Arts S17 ART470 Senior Assessment

Knowledge of Drawing	3.9	3.7	Average 3.8
Principles of Design	3.8	3.1	Average 3.5
Art Process	3.4	3.7	Average 3.5
History	3.1	4	Average 3.6
Originality	3.6	3.1	Average 3.4

SENIOR PROJECT AND ASSESSMENT PAPER WILL BE BASED ON THE FOLLOWING OBJECTIVES

Criteria	Exemplary A	Proficient B-C	Developing C	Insufficient D-F
1) Knowledge of processes and techniques specific to disciplines in the arts.	Production includes all components presented in a manner that reflects well-developed understanding.	Production includes all components presented in a manner that reflects understanding, but may need occasional guidance.	Production includes basic understanding.	Production includes limited understanding.
2) Knowledge and/or use of medium's standard structural components.	Work exploits formal aspects of the medium in highly-creative and original ways.	Work applies formal aspects of the medium in appropriate ways.	Work includes basic standards of the medium.	Work does not illustrate good standards of the medium..
3) Ability to critique art through the use of appropriate vocabulary.	Superior ability to analyze and reflect on content using appropriate vocabulary.	Acceptable ability to analyze and reflect on content using appropriate vocabulary.	Average ability to analyze and reflect on content using appropriate vocabulary.	Inadequate ability to analyze and reflect on content using appropriate vocabulary.
4) Demonstrates an understanding of visual and performing arts in historical context.	Excellent demonstration of knowledge of periods, styles, and influences.	Good demonstration of knowledge of periods, styles, and influences.	Basic understanding of knowledge of periods, styles, and influences.	Lacks understanding of knowledge of periods, styles, and influences.
5) Demonstrates the development of an aesthetic philosophy and original vision	Excellent demonstration of knowledge of periods, styles, and influences.	Good demonstration of knowledge of periods, styles, and influences.	Basic understanding of knowledge of periods, styles, and influences.	Lacks understanding of knowledge of periods, styles, and influences.