



Art BFA Annual Assessment 2017-2018

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Annual Assessment 17-18

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 in-depth 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

| | Minors | Majors |
|-----------|--------|--------|
| 2017-2018 | | 2 |
| 2016-2017 | | 3 |

Concentrations 2016-17

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

NA

Concentrations 2017-18

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

NA

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. Faculty believes more money designated for art scholarships could help retention.

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

R - Reinforced

I - Introduced

M - Master

BFA curriculum map(Imported)

| | SPR | ART 115 | ART 111 | ART 105 | ART 110 | ART 206 | ART 207 | ART 208 | ART 209 |
|---|-----|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 |
| ART.2 Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art | A | I | R | I | I | I | R | I | R |
| 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 |
| 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 |
| ART.5 Demonstrate the development of an aesthetic philosophy and original vision. | A | I | R | I | I | I | R | I | R |

| | ART 210 | ART 220 | ART 221 | ART 230 | ART 231 | ART 310 | ART 311 | ART 308 | ART 309 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 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 | I | I | R | M | R | M |
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| ART.4 Students will be able to demonstrate critical analysis applied to their own work and the work of others. | I | I | R | I | I | R | M | R | M |
| ART.5 Demonstrate the development of an aesthetic philosophy and original vision. | I | I | R | I | I | R | M | R | M |

| | 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. | A | R | R | R | I | R | M |
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Assessment Findings

Assessment Findings for the Assessment Measure level for BFA curriculum map(Imported)

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.

| SPR | | | | |
|---------------------------|--|---|--------------------------------|------------------------|
| 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 | Studio art had two juniors and one sophomore that met the expected level of proficiency. Data documentation provided under objective #5 | | |

| 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? Not met | There were no senior studio art majors this year | | |

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

| SPR | | | | |
|---------------------------|--|---|--------------------------------|------------------------|
| 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 | Studio art had two juniors and one sophomore that met the expected level of proficiency. Data documentation provided under objective #5 | | |

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|--------------------------|---|--|--------------------------------|------------------------|
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| 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? Not met | There were no senior studio art majors this year | | |

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

| SPR | | | | |
|---------------------------|--|---|--------------------------------|------------------------|
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| ART 470 | | | | |
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| Direct - Gallery Exhibit | Has the criterion ART 470 100% BFA students should be evaluated as either proficient or advanced in this objectives been met yet? Not met | There were no senior studio art majors this year | | |

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

| SPR | | | | |
|---------------------------|---|---|---|------------------------|
| 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 | Studio art had two juniors and one sophomore that met the expected level of proficiency | S18_Studio_Art_Portfolio_Review_Assessment.docx.pdf | |

| | expected to score at novice or developing been met yet? Met | | | |
|--------------------------|---|--|--------------------------------|------------------------|
| 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? Not met | There were no senior studio art majors this year | | |

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.

The art faculty was pleased with this year's portfolio review over all. Students were well prepared and demonstrated enthusiasm with the process. The outside reviewers felt the work was impressive overall. We have no plans to change the process right now.

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.

This year there were 4 BFA undergraduate students . Faculty and evaluators assessed the four student's presentations to be developing or proficient for their grade. They used the fine arts rubric. See FArubric. Faculty met and discussed student's lack of artistic terminology to assess work and agreed to further address art language in all art classes, as well as assign more research and invite discussion on design on variety of works

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 (THERE WERE NO STUDIO ART MAJORS THIS YEAR)

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.

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 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'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 cooperatively 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. Also more effort into discussion into professional appearance of work. 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.

Senior_practicum_rubric_and_objectives.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.

The art program did a minimum of 20 LEAD events. This includes gallery openings, visiting artists, films.

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.

Senior Exhibit "Cloud Nine" 2018 -A LEAD event was sponsored by art faculty. Participants (student body) were to write a minimum 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 as well as several hall student exhibits.

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

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

8.000 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 | <ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty | <ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. | <ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable | <ul style="list-style-type: none"> Program learning objectives are not clear or measurable | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | | |
| Assessment Measures weight: 1.000 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Assessment measures relate to program learning objectives. Various measures are used to assess student learning. Measures chosen provide useful information about student learning. | <ul style="list-style-type: none"> Assessment focuses on class content only. Minimal description of how the assessment relates to the objective. Minimal assessment measures established. | <ul style="list-style-type: none"> Assessment measures not connected to objectives. Assessment measures are not clear. No assessment measures are established. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | | |
| Assessment Results weight: 1.000 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | | |
| Faculty Analysis and Conclusions weight: 1.000 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Multiple program faculty receive assessment results. Assessment results are discussed. Specific conclusions about student learning are made based on the available assessment results. | <ul style="list-style-type: none"> Minimal faculty input about results is sought. Data not used to determine success or not to the objective. Minimal conclusions made. | <ul style="list-style-type: none"> 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. | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | | |
| Actions to Improve Learning and Assessment weight: 1.000 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Lacking actions to improve student learning. Actions discussed lack supportive data. Lacking discussion of the effectiveness of the assessment plan | <input checked="" type="checkbox"/> N/A |
| Comment: | | | | | |