

Annual Assessment Report

BFA Studio Art

Terry Martin and Jane Mudd

Annual Assessment Report

Program Profiles

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	8	5
Minors	1	Na
Concentrations (Add Rows if needed)		
Full Time Faculty	2	2
Part Time Faculty	2	3

Program Delivery (HLC 3A3)

Traditional on-campus yes

Online Program no

Evening Cohort no

Analysis:

Program goals are not only to provide a foundation in design, drawing, painting but to instill a personal aesthetic. Students graduating with a BFA will also be prepared for graduate school.

Program goals for student retention are: faculty role modeling, student involvement in extra-curricular activities, constructive critiques throughout the school year, and the annual student assessment. This four year program provides adequate time to complete the BFA. Upper level course completions can sometimes be a problem, but so far we have been remedying them with tutorials and independent study. We have also added other upper level art courses, such as printmaking and water-based painting

Outside Accreditation:

No studio art accreditation, no outside accreditation for studio art we are aware of.

Program Action Items

Action Item 1:	Enrollment numbers
Action steps:	Art Faculty attendance at recruitment events. An annual high school exhibit in the Mildred Cox Gallery, and improvement of the website
Timeline	1st two are already enacted. High school exhibit needs better marketing. Website hopefully will be modified by spring –art faculty need to discuss contribution to new marketing strategy
Faculty Responsible	All faculty and gallery director
Evaluation	Fall 2015 -need to still push for website visibility

Action Item 2:	Retention/Graduation rates We would all like to see more BFA studio students.
Action steps:	Marketing and possible curriculum discussion with colleagues.
Timeline	Fall 2015
Faculty Responsible	Jane, Terry
Evaluation	For curriculum upper level classes have been added in water-based painting and printmaking. More scholarship money needs to be available for applicants. Bob went to Quincy art League regional student exhibit this spring with part of admissions team over 150 high school students were there

Program Objectives: (from most recent Assessment Plan)

Objective 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.

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

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

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

Program Objectives Matrix (from most recent Assessment Plan)

	Obj. 1	Obj. 2	Obj. 3	Obj.4	Obj. 5
Art 105 Basic Design	I	I	I	I, A	I
ART110 Drawing I	I	I	R	R, A	I
ART115 Color and Light	R	R	I	I	I
ART210 Portfolio Development	I		I, R	R	I
ART 230 Survey of Western Art I	I	I	R, A	R	
ART231Survey of Western Art II	I	I	R, A	R	
ART470 Senior Practicum	M, A	M, A	M	A	M, A
ART 233 Women, Art and Society	I	I, R	I, R, M	R	
ART 331 Modern and	R	R	R, M, A	R, M	

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Contemporary Art					
ART206 Painting I	I,	I	I	I	I
ART 208 Sculpture I	I	I	I	I	I
ART 111 Drawing II	R	R	R	R	R
ART 220 Water Painting	R	R	R	R	R
ART 222 Ceramics I	I	I	I	I	I
ART 310 Drawing III, IV	M	M	M	M	M, A
ART 207 Painting II	R	R	R	R	R
ART 306 Painting III	M	M	M	M	M
ART 212 Printmaking I	I	I	I	I	I
ART 213 Printmaking II, III	R	R	R	R	R
ART 307 Painting IV	M, A				
Special Programs Annual Portfolio	A	A	A	A	A

Review					
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All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Develop and <u>recognize techniques and principles of design in their own work as well as in works of others</u> . Students shall recognize and/or demonstrate an understanding of form unity in a variety of media
Methods	<ol style="list-style-type: none"> 1. Annual Portfolio Review and Assessment Day Art -Faculty and outside evaluators review and assess student portfolios and performance 2. End of semester student performance review (we picked out a class ART276) Faculty panel reviews a body work and we complete a rubric assessment for each student 3. ART 470: Senior exhibit (Seniors put up an exhibit in the Cox Gallery of their best work from their time at WWU) 4. ART311 corridor exhibit
Benchmark	<ol style="list-style-type: none"> 1. Assessment Day: Students are expected to score at or above expected class rank on the assessment rubric. . 2. ART 276 Students are expected to achieve 80% at or above on this evaluation 3. ART 470 students expected to show a proficiency in demonstrating this objective in a minimum of 80% of their displayed work, and to be able to articulate both orally and in writing on their achievements.

	<p>4. ART 311 corridor exhibit reflects student's understanding of design 85% proficient</p>
Data Collected (course specific)	<p>2. End of semester student course review ART276 -4 specific assignments are evaluated by art faculty. This semester 9 students were evaluated with 3 of the BFA candidates</p> <p>3. ART470 8 Seniors exhibited and were evaluated by art faculty. 3 BFA students</p> <p>4. ART311 semester coursework portfolio 2 studios reflected proficient understanding of design principles. 2 BFA students total</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>1. The out of class assessment for this objective is done by the Annual Portfolio Review Assessment Day panel of Faculty and outside artists and designers. Data was collected on 8 BFA students</p>
Results/Outcomes	<p>1. 75% of soph and Jrs 82% of seniors achieved proficient or better on this obj.</p> <p>2. ART 276 students scored at 87th percentile exceeding the goal of 80% proficiency benchmark above.</p> <p>3. ART470 All students exceeded the bench mark objective of 80%</p> <p>4. ART311 corridor exhibit, both students achieved 85% or higher in advanced design understanding</p>
Proposed changes to the assessment process	After years of development art faculty feels comfortable with above methods
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective?</p> <p>We would like to see portfolio day evaluators getting \$100 a day instead of \$75</p>

Objective 2	Produce works of visual art demonstrating <u>knowledge of processes and techniques</u> relevant to several different forms of art.
Methods	<p>1. Annual Portfolio Review and Assessment Day Art -Faculty and outside evaluators review and assess student portfolios and performance</p> <p>2. End of semester student performance review (we picked out a class ART276) Faculty panel reviews a body work and we complete a rubric assessment for each student</p> <p>3. ART 470: Senior Assessment evaluation (Seniors presented their senior piece to faculty accompanied by an oral self-assessment)</p> <p>ART307 ART311 corridor exhibit and assessment paper</p>
Benchmark	<p>1. Assessment Day: Students are expected to score at or above expected class rank on the assessment rubric. .</p> <p>2. ART 276 Students are expected to achieve 80% at or above on this evaluation</p> <p>3. ART 470 minimum of 85% students expected to show a proficiency in demonstrating this objective.</p> <p>4. ART 311 corridor exhibit reflects 85% proficient in demonstrating various art processes.</p>
Data Collected (course specific)	<p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>End of semester student course review ART276 -4 specific assignments are evaluated by art faculty This semester 9 students were evaluated with 3 of the BFA candidates</p> <p>ART470 8 Seniors exhibit evaluated by art faculty.</p> <p>ART311 semester portfolio reflected work from 2 students</p>

Data Collected (Assessment Day, external tests, Senior Achievement)	The out of class for assessment of this objective is done by the Annual Portfolio Review Assessment Day panel of Faculty and outside artists and designers. Data was collected on 7 BFA students
Results/Outcomes	<ol style="list-style-type: none"> 1. 75% of soph and Jrs 82% of seniors achieved proficient or better on this obj. 2. ART 276 students scored at 87th percentile exceeding the goal of 80% proficiency benchmark above. 3. ART470 All students exceeded the bench mark objective of 80% proficient 4. ART311 corridor exhibit, semester portfolio. All students exceeded the bench mark objective of 80% reflecting advance understanding in art processes
Proposed changes to the assessment process	ok
Budget needs related to the objective?	We would like to see evaluators getting \$100 a day instead of \$75

Objective 3	Students will be able to identify and articulate the significance of major periods and works in the history of art.
Methods	<ol style="list-style-type: none"> 1. Annual Portfolio Review and Assessment Day Art -Faculty and outside evaluators review and assess student portfolios and performance. Students are questioned about art history knowledge 2. End of semester student performance review (we picked out a class ART276) Faculty panel reviews a body work and we complete a rubric

	<p>assessment for each student Rubric contains Art History component</p> <p>3. ART 470: Senior Assessment evaluation (Seniors presented their senior piece to faculty accompanied by an oral self-assessment) Also a written self-assessment discussing influential historical figures is assigned</p> <p>ART311 corridor exhibit and assessment paper. Historical influence is discussed in final self-assessment</p>
Benchmark	<p>1. Assessment Day: Students are expected to score at or above expected class rank on the assessment rubric. .</p> <p>2. ART 276 Students are expected to achieve 80% at or above on this evaluation</p> <p>3. ART 470 students expected to show a proficiency in demonstrating this objective in a minimum of 80% of their displayed work, and to be able to articulate both orally and in writing on their achievements.</p> <p>4. ART 311 final portfolio and self-assessment reflects 85% proficiency in achieving this objective</p>
Data Collected (course specific)	<p>End of semester student course review ART276 -4 specific assignments are evaluated by art faculty This semester 9 students were evaluated with 3 of the BFA candidates</p> <p>ART470 Senior oral presentations evaluated by art faculty. Accompanied assessment paper evaluated by instructor. 8 students</p> <p>ART311 semester portfolio reflected 2 students</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>The out of class for assessment of this objective is done by the Annual Portfolio Review Assessment Day panel of Faculty and outside artists and designers. Data was collected on 7 BFA students</p>
Results/Outcomes	<p>1. 75% of soph and Jrs 82% of seniors achieved proficient or better on this obj.</p> <p>2. ART 276 students scored at 87th percentile exceeding the goal of 80%</p>

	<p>proficiency benchmark above.</p> <p>3. ART470 100% of BFA seniors exceeded the bench mark objective of 80% proficient</p> <p>4. ART311 corridor exhibit, assessment paper semester portfolio All (2) students exceeded the bench mark objective of 80% reflecting advance understanding of important historical figures and periods</p>
Proposed changes to the assessment process	We are still working on ways to make sure students have a comprehensive background in art history knowledge. Perhaps offering other art history courses or more art History covered more extensively in the studio courses
Budget needs related to the objective?	More field trips and \$ for field trips

Objective 4	Students will be able to demonstrate critical analysis applied to their own work and the work of others.
Methods	<p>1. Annual Portfolio Review and Assessment Day Art -Faculty and outside evaluators review and assess student portfolios and performance</p> <p>3. ART 470: Senior Assessment evaluation (Seniors presented their senior piece to faculty accompanied by an oral self-assessment) A Written 5 page self- assessment was also turned in</p> <p>ART311 corridor/portfolio exhibit and accompanied assessment paper</p>
Benchmark	<p>1. Assessment Day: Students are expected to score at or above expected class rank on the assessment rubric. .</p> <p>3. ART 470 students expected to show a proficiency in demonstrating this objective in a minimum of 80% of their displayed work, and to be able to articulate both orally and in writing on their knowledge of processes,</p>

	<p>design and history.</p> <p>4. ART 311 self -assessment reflects student's critical analysis of work at a 85% proficient or better</p>
Data Collected (course specific)	<p>End of semester student course review ART276 -4 specific assignments are evaluated by art faculty This semester 9 students were evaluated with 3 of the BFA candidates</p> <p>ART470 Senior assessment paper evaluated by instructor and oral presentation evaluated by art faculty.</p> <p>ART311 written self-assessment evaluated by instructor</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	The out of class for assessment of this objective is done by the Annual Portfolio Review Assessment Day panel of Faculty and outside artists and designers. Students handed in a paper discussing their portfolio of work they presented addressing art processes, design understanding and history knowledge. Data was collected on 7 BFA students
Results/Outcomes	<p>1. 75% of soph and Jrs 82% of seniors achieved proficient or better on this obj.</p> <p>3. ART470 85% of seniors exceeded the bench mark objective of 80% proficient</p> <p>4. ART311 corridor exhibit, assessment paper semester portfolio All students (2)exceeded the bench mark objective of 80% reflecting proficient self-analysis</p>
Proposed changes to the assessment process	Perhaps more writing intensive projects in studio courses to bring proficiency up to 85%
Budget needs related to the objective?	no

Objective 5	Demonstrate the development of an aesthetic philosophy and original vision.
Methods	<p>Observation by faculty of each senior work in the senior exhibit is best way to observe an individual aesthetic. Art faculty meets, discusses and grades the final exhibit on quality and creativity (individual aesthetic), and ability to orally discuss their personal vision.</p> <p>1. Annual Portfolio Review and Assessment Day Art -Faculty and outside evaluators review and assess student portfolios and performance</p> <p>2. End of semester student performance review (we picked out a class ART276) Faculty panel reviews a body work and we complete a rubric assessment for each student</p> <p>3. ART 470: Senior Assessment evaluation (Seniors presented their senior piece to faculty accompanied by an oral self-assessment)</p> <p>ART307 ART311 corridor exhibit and assessment paper</p>
Benchmark	<p>1. Assessment Day: Students are expected to score at or above expected class rank on the assessment rubric. .</p> <p>2. ART 276 Students are expected to achieve 80% at or above on this evaluation</p> <p>3. ART 470 students expected to show a proficiency in demonstrating this objective in a minimum of 80% of their displayed work, and to be able to articulate both orally and in writing on their achievements.</p> <p>4. ART 311 corridor exhibit reflects student's personal aesthetic and advance concepts. 85% proficient ART 470: Proficient' body of work in 85% of senior work in final exhibit.</p>
Data Collected (course specific)	<p>End of semester student course review ART276 -4 specific assignments are evaluated by art faculty This semester 9 students were evaluated with 3 of the BFA candidates</p> <p>ART470 Senior exhibit evaluated by art faculty. Seniors are to frame and exhibit the best 10-15 works from their 4 years at WWU along with a final</p>

	<p>culmination piece (senior piece)</p> <p>ART311 semester portfolio. Students were to explore a theme in advanced drawing concepts and produce a body of work that demonstrated an advanced development of that theme through exploration of the medium and subject</p>
<p>Data Collected (Assessment Day, external tests, Senior Achievement)</p>	<p>The out of class for assessment of this objective is done by the Annual Portfolio Review Assessment Day panel of Faculty and outside artists and designers. Data was collected on 7 BFA students</p>
<p>Results/Outcomes</p>	<p>1. 80% of seniors achieved proficient or better on this obj.</p> <p>3. ART470 All BFA students exceeded the bench mark objective of 80% proficient</p> <p>4. ART311 corridor exhibit, assessment paper semester portfolio. 50% (1 out of 2) students exceeded the bench mark objective of 85% reflecting a personal aesthetic and original vision</p>
<p>Proposed changes to the assessment process</p>	<p>Would always like to see more innovation and personal vision in the BFA candidates</p>
<p>Budget needs related to the objective?</p>	<p>Are there any budget needs for the program to make the assessment more effective?</p> <p>no</p>

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

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. We are satisfied with our current process. We have been revising it for some time now and feel we have gotten it to where we want it. Art faculty picked three classes to assess for all of our objectives ART470 Senior practicum, ART 276, There were 3 BFA students in that Graphic design class. Bob invites Terry and Jane to help assess students' final portfolio and ART 3II Drawing IV to help with aesthetic vision and critical analysis. Our portfolio assessment process is a 2 day affair with paid professional outside evaluators helping with the assessment. Students have 20 minutes to show their recent work and answer questions pertaining to our program objectives. Both orally and in written format they are to discuss Art processes, design understanding, and history knowledge as it pertains to their work. The assessment rubric is then filled out by both faculty and outside evaluators. We feel this is a good way to see where are students' strengths and weaknesses are in all of our objectives

Please see portfolio day assessment Rubric on Bob's Graphic design template

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes...

Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results? We have added adjuncts to teach Fibers and Intro to Digital art to expand the program. We have eliminated the BS Studio Art and now we offer BA and BFA in studio art to simplify. We have taken off the ART 110 Beg Drawing and ART 115 Color and light from the Common study courses because they are part of our core curriculum and should be offered to ART majors first and have no problem filling up.

General Education Assessment:

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 areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1) Currently ART 101, ART 105, ART 110, ART120, ART 220, ART 206, ART 230, ART 231, ART233, ART 222, are our common study courses

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. 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? Detail of assessment day

All art majors are required to show work from the last year that best reflects the fine arts rubric objectives. Faculty and outside assessors evaluate students work and oral assessment. Faculty evaluates written assessment at a later date.

Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's? The ART470 seniors are required to put on an art exhibit of their best work from the 4 years at WWU as well as a final culmination senior piece. They are also required to produce a 5page assessment paper.

Service Learning Activities:

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?

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Faculty and Art students are engaged in a variety of service learning activities for campus, community and other non- profit activities, in the form of volunteering, and doing art activities with children and handicap adults.

Program Sponsored 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. [Films for art club](#) [inter-discipline LEAD Art exhibits](#) and [visiting artists and panel discussions](#) approx. Approx 33 LEAD event in the last year in our program

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. [Numerous Awards](#) in exhibits and performances. Also [involvement with Hoot magazine](#) and art club

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor) [Faculty have been involved with outside exhibits, traveling presentations, Awards, honors, serving as judges, and serving on community boards etc.](#)

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

Our students have fulfilled fulltime art related employment some have gone on to further education and into teaching positions.

Other attachments ART470 requirements that we use for above assessment

Course Synopsis THIS COURSE HAS THREE EQUAL PARTS:

SENIOR PROJECT AND ASSESSMENT PAPER WILL BE BASED ON THE FOLLOWING

1. The Production of an Independent Art Work to be exhibited in the final exhibit. (March 19th –April 10th)

- a. This piece should be equal to work required for one hour of studio course credit.
- b. The student should work in the area of their major focusing on content, quality and mechanics of presentation.

A one page typed report (Artist's Statement) on the independent work will be due March 18th the date of the exhibit opening. March 19th

2. Portfolios and Assessment Paper

a. Student's Final Portfolio will be presented in two formats: hard and electronic

Both folios will reflect the major focus of the student's post graduate goals and consist of 15 to 24 selected works in appropriate folio format for the student's major: *Revised Resumes and Electronic folios due week of April 20th*

b. Assessment Paper (minimum of 5 pages) and should reflect:

- The general development of the student's artistic growth during her or his college experience.
- Student's success at meeting the art program objectives, technical skills and creative ability
- Student's personal aesthetic. (content, meaning, influences)
- Future work or continued education should also be addressed.
- College level ability in grammar/format, clarity, artistic language, and originality
-A typed draft copy of the paper will be due April 3rd. (Failure to meet this requirement will lower the grade by one grade level for each week the work is late.)
-Revised finished paper due April 22th

3. The Presentation of a Group Exhibition.

- a. The students in this course will work together to produce an exhibition of their art.
- b. Peer and self-assessments will aid in the selection of work for the exhibit.
- c. This exhibit will have an *opening reception. Date to be decided*
- d. Planning committees will be formed, - everyone participates in at least one committee.
- e. One student will be selected to oversee the planning committees
- f. Committees will be required to meet as often as needed in order to work out the details of the exhibit. Weekly committee updates in class.
- g. The Instructor will act as a guide and advisor to all students in any matters that involve the use of Department or University facilities, and will assist the class when asked.

- *Exhibition dates are March 19 to April 10th 2015*
- *Set up March 12thth to March 18th t*

Criteria for Grading

The grade for this class will be determined in the following manner:

The Instructor will review the skills set/papers, portfolios, and the exhibit. A grade will be given to each student for their Practicum piece and another each for the folios and paper. Members of the Art Faculty will review the exhibit and the Practicum pieces. A letter grade will be given to each student for his or her work in the exhibit from the art faculty. Each student's work toward production of the exhibit itself also will be assessed. The course instructor will average these grades, and the one grade/student for the course will be recorded for the course.

- Senior Practicum piece, and artist's statement (all art faculty)
- Develop a skills set (in class)
- Presentation of hard and electronic portfolios (instructor)
- Assessment Paper (Instructor)
- Whole senior exhibit (all art faculty)
- Participation in class assessments, planning and discussions (committees)

*******Other Requirements**

Besides regular classroom attendance, the student is expected to attend all Practicum (outside of class) committee meetings, AND Gallery functions, which are listed in the gallery schedule for the semester.

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	Work exploits	Work applies	Work includes	Work does not

and/or use of medium's standard structural components.	formal aspects of the medium in highly-creative and original ways.	formal aspects of the medium in appropriate ways.	basic standards of the medium.	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.

This course ART311, along with Senior Practicum ART470 and Portfolio Assessment day aids in our assessment of students personal vision and critical analysis

Description of self-assessment paper ART311

Students are to write a 3-5 page paper on what you have been working on this semester for this class. To accompany your final exhibit/portfolio of the semester's work. Include what you have been exploring...Subject? Form? Content?, for example subject matter...Why are you pursuing this particular subject, what are you trying to say about it? Is this a unique pursuit? Is your pursuit(theme) about the subject or is design a dominant factor ?what techniques are you using? What discoveries

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have you made? What problems came up design wise or form wise. Are some of your pieces more successful design wise? Why? Then finish off discussing meaning or content as it applies to your investigations. What do you hope people get from your pieces? What have you discovered? What problems evolved. What artists you have been looking at for inspiration? As you discuss your subject, processes, form and content, show images of the work you did this semester for examples. All work you did this semester should be visual in this final assessment.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Posted measurable program learning outcomes (objectives) are routinely shared with students and faculty	<input type="checkbox"/> Measurable program learning outcomes (objectives). <input type="checkbox"/> Learning outcomes are posted on the program website.	<input type="checkbox"/> Program learning outcomes (objectives) have been identified and are generally measurable	<input type="checkbox"/> Program learning outcomes (objectives) are not clear or measurable	<input type="checkbox"/> Update assessment matrix to match what is actually happening
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcome (objectives). <input type="checkbox"/> Emphasis on specific direct measures. <input type="checkbox"/> Rubrics or guides are used for the measures. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to the program learning outcomes (objectives). <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> General measures are identified (e.g. student written assignment) <input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> Revise rubric to program objectives and not general education objectives.

Assessment Results	<input type="checkbox"/> If not all learning outcomes (objectives) are assessed annually; a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes (objectives) assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Data are aggregated in a meaningful way that the average reader can understand.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes (objectives) are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> The only issue is the difference between the curriculum matrix and the data collected, they don't match.
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment	<input type="checkbox"/> All program faculty receive annual assessment results and designate program or department faculty to meet to	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not	<input type="checkbox"/>

	<p>measures to form specific conclusions about each performance indicator for a learning outcome (objectives).</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> discuss assessment results in depth.</p> <p>Specific conclusions about student learning are made based on the available assessment results.</p>		<p><input type="checkbox"/> identified.</p> <p>N/A Program recently started or too few graduates to suggest any changes.</p>
Actions to Improve Learning and Assessment	<p><input type="checkbox"/> All assessment methods, timetable for assessing, and evaluating the effectiveness of action plans are included.</p> <p><input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions, if needed, for altering</p>	<p><input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p><input type="checkbox"/> At least one action to improve learning or improve assessment is identified.</p> <p><input type="checkbox"/> The proposed action(s) relates to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data</p> <p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of</p>	<p><input type="checkbox"/> No actions are taken to improve student learning.</p> <p><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</p> <p>N/A Program recently started or too few graduates to suggest any changes.</p> <p><input type="checkbox"/> There are a few areas discussed that need to be improved but no action laid out on how to do it.</p>

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	assessment practices is articulated.		changes, if needed.		
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Additional Comments:

Several areas where the assessment matrix is different than what is reported in the assessment data of the program. In the Assessment charts down below, faculty for the end of semester student performance review chose the class ART 276? This class is not on the checklist for the Studio Art BFA? ART 311 is also discussed in the assessment chart for the corridor exhibit, but it is not marked in the matrix at the top of the report. I don't disagree that these are valid assessments; I am just helping to align the charts so that they are the same.

ART 307 is marked in the matrix as a class used for assessment, but there is nothing about that class in the data charts for assessment?

ART276 and ART311 were used in the assessment data for Objectives 1,2,3, &5 but those two classes are not required in the major nor are they on the curriculum matrix for assessment. The class has to be a required one for the specific major. ART 311 is also used for objective 4 in the data, but it is not in the curriculum matrix as it is not a required course for the major.

On objective 3: ART230, ART231, ART331, and ART307 are on the matrix for assessment, but they are not in the data section of the report. They were not used for assessment data.

On objective 4: ART 105, ART110, and ART 307 are on the matrix, but not used in the data portion of the report.

Objective 5: ART 276 is listed and benchmarks are provided, but there is no data supplied in results/outcomes of the chart.

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The “Analysis of the Assessment” section was not completed. This is supposed to be an area where you discuss the results holistically, how student are doing in your program.

The General Education Assessment of the report focuses on how students who are earning a Studio Art BFA use the skills they learn in those General Education courses in the Art courses. This area needs to be discussed more in depth, and the faculty needs to put forth some ideas on how the skills learned in general education benefit the studio art student.

- Senior project... ART 470 the rubric should be connected to the program objectives, not the general education objectives. I would modify the rubric to the 5 objectives for the studio art major and use that to assess the students during performance reviews. The requirements and the work you are asking is excellent, I only recommend that you all look at the rubric for the assessment. I would keep the levels of skill as Exemplary, Proficient, Developing and Insufficient.
- Program needs to consider how to include data from the Art classes that are also taught on line that are marked on the matrix for assessment; this is a gap in the current plan.

I am happy to help if you have any questions.