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| **Assurance of Student Learning Report**  **2022-2023** | |
| PCAL | Art & Design |
| 514: BFA Visual Arts with concentrations in Studio and Graphic Design | |
| Kristina Arnold, Department Chair | |

***Is this an online program***?  Yes  No

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works. | | | |
| **Instrument 1** | Direct: Portfolio | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Demonstrate expertise in one or more visual art / design discipline(s). | | | |
| **Instrument 1** | Direct: Portfolio | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Demonstrate appropriate professional practices for their chosen field. | | | |
| **Instrument 1** | Direct: Portfolio | | |
| **Instrument 2** | Direct: Resume | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Student Learning Outcome 4:**  Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary. | | | |
| **Instrument 1** | Direct: Artist / Designer Statement | | |
| **Instrument 2** | Direct: Oral Presentation | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Results from this assessment indicate that all four SLO targets were well exceeded. We are pleased with this success rate, and will continue to work to ensure increased success for all our SLOs, paying particular attention to those that help prepare students for career readiness.  Anecdotally, verbal communication about students’ visual work, traditionally assessed via the written artist / designer statement, is one of the most difficult learning objectives for our students to achieve. (“If I wanted to TALK about my work, I would be a writer, not an artist!”) This SLO was recently refined to develop and include an oral measurement in addition to the written measurement that had been in place. This addition of a second measurement has proven successful in both assisting students with developing effective skills in communicating about their work (necessary for success in creative careers) and with more fully assessing students’ abilities to communicate verbally. Faculty have also anecdotally noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO.  The Capstone Course has continued to place additional focus on these written and oral statements, which has corresponded with less student anxiety over creating the documents and an overall increased quality for most. As success in a verbal - as well as a visual - world is important for our graduates, we will continue to focus on this SLO.  Evaluation materials for SLOs still need to be further **normed** and the methods we use to assess this program as well as the SLOs themselves need to continue to be evaluated to ensure they pertain equally to both of our concentrations, Studio and Graphic Design, and that negative assessments are not based on methods that favor, nor SLOs that pertain to, one concentration and not the other. This point will become even more important in future as we begin to graduate students in our two new BFA concentrations (Animation and User Experience Design, program start dates of Fall 2022). | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | **Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.** | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO  Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a portfolio, and installed and displayed both in a final senior exhibition in the Main University Gallery and as an online exhibition through the University Gallery website.  To evaluate SLO 1, each student’s body of creative works (pieces in the portfolio) was evaluated on their formal and conceptual strengths in using the visual elements and principles of art and design. | | | | |
| **Criteria for Student Success** | Success is defined as 5/7 or higher on this outcome. | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 96% | |
| **Methods** | All BFA students in the program who graduated in Spring 2023 (*N=*23) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. Art Department Program Coordinators (*N=*4) evaluated and scored each portfolio for this SLO on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| This SLO represents one of the most fundamental learning outcomes for students in the BFA program. We have met and exceeded our target for success for this SLO.  This year, we again attempted to address the issue of outliers within evaluations by using the subset of evaluators – newly appointed Program Coordinators for our departmental programs – most familiar with the programs and SLOs. Instead of using a subset of all faculty, this year we again selected four targeted evaluators. Variations between faculty evaluators’ scores for this SLO remain, and while this is not unusual, our evaluation rubric needs to be **normed**.  Prior to COVID, the assessment tool (Measurement Instrument) we used was evaluation of a physical portfolio. Now, in addition to presenting a physical portfolio in the gallery, students also present a digital portfolio of their works for assessment review. We now use the digital artifact (instead of the physical presentation) to assess which makes the artifact used consistent for all students regardless of media used to create original works. Additionally, while the method of a physical portfolio is aligned to students in the Studio Art concentration, this is not the case for the Graphic Design concentration, and graphic designers may have previously been receiving lower marks on the assessment as a result. As a digital evaluation of works is a usual method of professional evaluation for artists in both the studio and graphic design fields, we acknowledge the benefit to students in both our BFA of using a digital portfolio for assessment purposes, and will continue to use a virtual instrument for assessment. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| We continue to work to ensure that this SLO represents the skills, knowledge, and experience we want our students to master upon graduating, that our students meet these goals, and that that this SLO is measurable. Notably, we exceeded our target of success this year. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Demonstrates expertise in one or more visual art / design discipline(s).** | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO  Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a portfolio, and installed and displayed both in a final senior exhibition in the Main University Gallery and as an online exhibition through the University Gallery website.  For SLO 2, students’ works were evaluated to assess expertise in one or more departmental disciplines (graphic design, ceramics, drawing, painting, printmaking, sculpture, or weaving). | | | | |
| **Criteria for Student Success** | Success is defined as 5/7 or higher on this outcome. | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | All BFA students in the program who graduated in Spring 2023 (*N=*23) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. Art Department Program Coordinators (*N=4*) evaluated and scored each portfolio for this SLO on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| The BFA, as a professional arts degree, is designed to ensure students achieve a level of expertise in a visual arts discipline. Having 100% of our students meet this SLO is a particular achievement we are proud of. We will continue to refine our programs to ensure we continue to meet this target in future years.  Our rubric assessing this SLO needs to be **normed**. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| A goal as we move towards NASAD self-study and re-accreditiation (AY 2024-2025) is to create curricular maps to identify the courses in which we are teaching necessary skills and concepts. After producing significant tweaks to our art and design curriculum over the past year (mostly providing necessary ‘clean-up’ for the graphic design curriculum), an additional step will be to continue to refine curriculum where needed. As we revise / refine curricula, we will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | **Demonstrates appropriate professional practices for their chosen field.** | | | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO  Throughout the BFA program, students create individual studio art and / or design pieces. In the required portfolio and capstone courses, students select a body of work (usually 12 – 16 pieces) that represents their best work; these pieces are assembled into a portfolio, and installed and displayed both in a final senior exhibition in the Main University Gallery and as an online exhibition through the University Gallery website.  For SLO 3, students’ works were evaluated to assess the level of professional practices for their chosen field. | | | | | | |
| **Criteria for Student Success** | Success is defined as 5/7 or higher on this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | All BFA students in the program who graduated in Spring 2023 (*N=*23) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. Art Department Program Coordinators (*N=4*) evaluated and scored each portfolio for this SLO on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | | | |
| **Measurement Instrument 2** | DIRECT MEASURE OF STUDENT LEARNING: RESUME  In the required Portfolio and Capstone courses, students create an individual resume highlighting their experiences in art and design, appropriate for their chosen field. | | | | | | |
| **Criteria for Student Success** | Success is defined as 5/7 or higher on this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | **75%** | | **Percent of Program Achieving Target** | | **96%** | |
| **Methods** | All students in the program who graduated in Spring 2023 (*N=*23) developed a resume in the Capstone course and submitted their resume for review. Art Department Program Coordinators (*N=4*) evaluated and scored each resume for its necessary quality and appropriateness for the student's chosen field on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| While we have not met this SLO in all of the past 5 years, continued focus within the program and in the Portfolio and Capstone courses on career readiness; and within the Capstone course developing appropriate artifacts for this crucial measure of student success has ensured that we met this SLO again this year with nearly 100% of students achieving the target in both measures.  Additionally, the two artifacts developed – an online portfolio and a resume – are not only useful assessment tools, but two critical documents students need as they prepare for interviews in their fields. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| A goal as we move towards NASAD self-study and re-accreditiation (AY 2024-2025) is to create curricular maps to identify the courses in which we are teaching necessary skills and concepts. After producing significant tweaks to our art and design curriculum over the past year (mostly providing necessary ‘clean-up’ for the graphic design curriculum), an additional step will be to continue to refine curriculum where needed. As we revise / refine curricula, we will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | | | |

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| **Student Learning Outcome 4** | | | | | | | |
| **Student Learning Outcome** | **Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.** | | | | | | |
| **Measurement Instrument 1** | DIRECT MEASURE OF STUDENT LEARNING: ARTIST / DESIGNER STATEMENT  In the required Portfolio and Capstone courses, students write an effective statement about their work. | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 87% | |
| **Methods** | All students in the program who graduated in Spring 2023 (*N=*23) developed an artist/designer statement in the Capstone course and displayed this statement as part of their University Gallery online exhibition during their final semester. Art Department Program Coordinators (*N=4*) evaluated and scored each statement for its necessary quality and appropriateness for the student's chosen field on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | | | |
| **Measurement Instrument 2** | DIRECT MEASURE OF STUDENT LEARNING: ORAL PRESENTATION  In the required Capstone course, students present an effective oral presentation (with visuals) about their work, including historical and contemporary influences. | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | | **75%** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | All students in the program who graduated in Spring 2023 (*N=*23) presented an oral Artist / Designer Talk in the Capstone course. Art Department Program Coordinators (*N=4*) evaluated and scored each statement for its necessary quality and appropriateness for the student's chosen field on a scale of 1 - 7. The final score for each student was the average of all 4 evaluations. Mean scores between 5 and 7 were counted as achieving the target. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| While we have not met this SLO in all of the past 5 years, continued focus within the program and in the Portfolio and Capstone courses on career readiness, with specific attention on helping students develop effective verbal communication skills, ensured that we met this SLO this year with nearly 100% of students achieving the target in both measures.  Additionally, developing an artist /designer talk assists students in effectively communicating about their work and process – critical skills as they develop career readiness in their fields.  The Capstone Course has continued to place additional focus on these written and oral statements, which has corresponded with less student anxiety over creating the documents and an overall increased quality for most. We will continue to focus on this SLO over the coming year and hope to see increased success on this metric. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| A goal as we move towards NASAD self-study and re-accreditiation (AY 2024-2025) is to create curricular maps to identify the courses in which we are teaching necessary skills and concepts. After producing significant tweaks to our art and design curriculum over the past year (mostly providing necessary ‘clean-up’ for the graphic design curriculum), an additional step will be to continue to refine curriculum where needed. As we revise / refine curricula, we will continue to ensure our artifacts remain aligned with SLO assessements, and that curriculum remains aligned with our SLOs. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | | | |