Assurance of Student Learning 2018-2019	
PCAL	ART
509: BA Visual Studies with concentrations in Studio and Art Education	

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 proficiency with the use of the elements and principles of art and design through creating visual works.

Instrument 1	Direct: Portfolio		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	Not Met

Student Learning Outcome 2: Demonstrate proficiency in the use of multiple art materials and techniques.

Instrument 1	Direct: Portfolio		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	Not Met

Student Learning Outcome 3: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary, through both oral and written means.

Instrument 1	Direct: Artist / Designer Statement		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, results from this assessment indicate all SLO targets were exceeded.

Program SLOs for AY 2018-2019 were evaluated and revised through the CAPE process, but these SLOs still need to be further refined to ensure 1) they truly represent the main learning goals for the program; 2) they are individually measurable; and 3) the artifacts chosen to evaluate and the instruments used to measure them are valid.

Appropriate rubrics to evaluate each artifact need to be developed and normed.

An additional SLO to assess the success of the 509 Art Education concentration needs to be developed.

Student Learning Outcome 1	
Student Learning Outcome	**Demonstrate proficiency with the use of the elements and principles of art and design through creating visual works.**
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO Throughout the BA program, students create a variety of studio art and / or design pieces. In the required capstone course, students select the best examples of their work (ususally 8 – 12 pieces); these pieces are assembled into a portfolio, installed and displayed in a final senior exhibition in the Main University Gallery. To evaluate SLO 1, each student's body of creative works (pieces in the portfolio) were evaluated on their formal and conceptual strengths in using the visual elements and principles of art and design.
Criteria for Student Success	By the end of the program, students should score a mean of at least 5.25 on this outcome.

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	83%
Methods	All students in the program both Fall 2018 and Spring 2019 (N=18) created and displayed a portfolio of their work in the Main University Gallery during their final semester. All studio and graphic design faculty (N=8) 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 8 evaluations. Mean scores between 5.25 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.)

Based on knowledge gained through the CAPE process, our AY 2018-2019 Program Learning Outcomes were updated and made more specific. However, work still needs to be done to ensure: 1. all SLOs a) represent the skills, knowledge, and experience we want our students to master upon graduating; b) these SLOs are measurable; c) our tools are designed to measure what we say we are measuring. Once that work is done, we can 2. create curricular maps to ensure we are teaching those things we say we want our students to know. Finally, we can 3. develop a more effective strategy of evaluating whether or not we are meeting our SLOs.

Specifically, currently we can't be sure that any issues seen are not due to the process itself. For example, there were wide variations between faculty evaluators' scores for this SLO. A rubric addressing SLO 1 needs to be developed and normed.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

This year we will work to ensure: 1. all SLOs a) represent the skills, knowledge, and experience we want our students to master upon graduating; b) these SLOs are measurable; c) our tools are designed to measure what we say we are measuring. We need a solid baseline and to understand where we are to know in what ways we need to improve.

Appropriate rubrics to evaluate each artifact need to be developed and normed.

Student Learning Outcome 2	
Student Learning Outcome 4	**Demonstrate proficiency in the use of multiple art materials and techniques.**
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO Throughout the BA program, students create a variety of studio art and / or design pieces. In the required capstone course, students select the best examples of their work (ususally 8 – 12 pieces); these pieces are assembled into a portfolio, installed and displayed in a final senior exhibition in the Main University Gallery. To evaluate SLO 4, each student's body of creative works (portfolio) was evaluated as a whole.
Criteria for Student Success	By the end of the program, students should score a mean of at least 5.25 on this outcome.

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	83%

Methods	All students in the program both Fall 2018 and Spring 2019 (N=18) created and displayed a portfolio of their work in the Main University Gallery during their final semester. All studio and graphic design faculty (N=8) 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 8 evaluations. Mean scores between 5.25 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.)

See SLO 1

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

See SLO 1

Student Learning Outcome 3			
Student Learning Outcome 5	**Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary, through both oral and written means.**		
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	By the end of the program, students should score a mean of at least 5.25 on this outcome.		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	83%
Methods	All students in the program both Fall 2018 and Spring 2019 (N=18) developed an artist / designer statement in the Capstone course and displayed this statement as part of their Main University Gallery exhibition. Statements were assessed to address SLO 5.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<mark>**Met**</mark>	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) Either this SLO needs to be refined to be more conscise/ specific, or a method of evaluation needs to be developed to assess students' abilities to communicate orally and to ensure that they address the work of other astists.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) See SLO 1			