

**Assurance of Student Learning
2018-2019**

PCAL

ART

514: Visual Arts with concentrations in Studio and Graphic Design

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 creative 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 expertise in one or more visual art / design discipline(s).

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 appropriate professional practices for their chosen field.

Instrument 1 Direct: Portfolio

Instrument 2 Direct: Resume

Based on your results, circle or highlight 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

Based on your results, circle or highlight 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.)

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

The development of an additional Measurement Instrument for SLO 4 and the refining of Measurement Instrument 2 for SLO 3 added an additional way of ensuring these SLOs were addressed by the program and target goals achieved.

Overall, program SLOs for AY 2019-2020 were evaluated and revised, but these SLOs still need to be further examined to ensure the instruments used to measure them are valid and the evaluators are addressing each measurement instrument with a similar set of expectations for what meets or exceeds each learning outcome. Specifically, appropriate rubrics to evaluate each artifact need to be developed and normed.

Student Learning Outcome 1

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.		
Measurement Instrument 1	<p>DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO</p> <p>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 represent their their best work; these pieces are assembled into a portfolio, installed and displayed in a final senior exhibition in the Main University Gallery.</p> <p>To evaluate SLO 2, 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.</p>		
Criteria for Student Success	Success is defined as 5.25 or higher out of a possible 7.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	92%
Methods	All students in the program who graduated in Spring 2019 (N=12) created and displayed a portfolio of their work in a virtual gallery exhibition during their final semester. This exhibition is usually physically presented, but due to the pivot to online learning, this exhibition was reimagined virtually. Studio and graphic design faculty (N=7) 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 7 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 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>This SLO has been refined, and is an improvement over last year: this SLO is specific and represents the fundamental learning outcomes for students in this program.</p> <p>Work still needs to be done to ensure our tools are measuring what we say we are measuring. Specifically, we still can’t be sure that any issues seen are not due to the process itself. For example, wide variations between faculty evaluators’ scores for this SLO remain. A rubric to evaluate this SLO must be developed.</p> <p>Addressing this concern from last year: <i>“Either a tool that is equally effective for the studio and graphic design concentrations must be developed, or a tool to more effectively evaluate the graphic designers specifically must be developed.”</i> The assessment tool (Measurement Instrument) was altered via necessity, due to the all-online pivot created by COVID, which may have allowed an accidental improvement in the process. Instead of presenting the usual physical portfolio, students presented a digital portfolio of their works. While the former method of a physical portfolio is more aligned to students in the Studio Art, not the Graphic Design concentration, and graphic designers may have previously been receiving lower marks on the assessment as a result, the digital evaluation of studio works is also a usual method of evaluation in this field. Moving forward, evaluating a digital portfolio likely will benefit the process as it will mimic a process used regularly by both studio artists and graphic designers to present their work.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Based on last year’s assessment, work has been done to ensure this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable.			

We still need to ensure our tools are designed to measure what we say we are measuring. An appropriate rubric addressing SLO 1 needs to be developed and normed. Developing the rubric should take a year, but effective norming likely will take several evaluation cycles.

A goal for this year is to begin to create curricular maps to identify the courses in which we are teaching those things we say we want our students to know.

Student Learning Outcome 2

Student Learning Outcome 2	Demonstrate expertise in one or more visual art / design discipline(s).		
Measurement Instrument 1	<p>DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO</p> <p>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 represent their their best work; these pieces are assembled into a portfolio, installed and displayed in a final senior exhibition in the Main University Gallery.</p> <p>For SLO 2, students’ works were evaluated to assess expertise in one or more departmental disciplines (graphic design, painting, drawing, printmaking, ceramics, weaving, or sculpture).</p>		
Criteria for Student Success	Success is defined as 5.25 or higher out of a possible 7.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	92%
Methods	<p>All students in the program who graduated in Spring 2019 (N=12) created and displayed a portfolio of their work in a virtual gallery exhibition during their final semester. This exhibition is usually physically presented, but due to the pivot to online learning, this exhibition was reimagined virtually. Studio and graphic design faculty (N=7) 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 7 evaluations. Mean scores between 5.25 and 7 were counted as achieving the target.</p>		
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.)			
<p>This SLO has been refined, and is an improvement over last year: this SLO is specific and represents the fundamental learning outcomes for students in this program.</p> <p>Work still needs to be done to ensure our tools are measuring what we say we are measuring. Specifically, we still can’t be sure that any issues seen are not due to the process itself. For example, wide variations between faculty evaluators’ scores for this SLO remain. A rubric to evaluate this SLO must be developed.</p> <p>Addressing this concern from last year: <i>“Either a tool that is equally effective for the studio and graphic design concentrations must be developed, or a tool to more effectively evaluate the graphic designers specifically must be developed.”</i> The assessment tool (Measurement Instrument) was altered via necessity, due to the all-online pivot created by COVID, which may have allowed an accidental improvement in the process. Instead of presenting the usual physical portfolio, students presented a digital portfolio of their works. While the former method of a physical portfolio is more aligned to students in the Studio Art, not the Graphic Design concentration, and graphic designers may have previously been receiving lower marks on the assessment as a result, the digital evaluation of studio works is also a usual method of evaluation in this field. Moving forward, evaluating a digital portfolio likely will benefit the process as it will mimic a process used regularly by both studio artists and graphic designers to present their work.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Based on last year’s assessment, work has been done to ensure this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable.			

We still need to ensure our tools are designed to measure what we say we are measuring. An appropriate rubric addressing SLO 2 needs to be developed and normed. Developing the rubric should take a year, but effective norming likely will take several evaluation cycles.

A goal for this year is to begin to create curricular maps to identify the courses in which we are teaching those things we say we want our students to know.

Student Learning Outcome 3

Student Learning Outcome 3	Demonstrate appropriate professional practices for their chosen field.		
Measurement Instrument 1	<p>DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO</p> <p>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 represent their their best work; these pieces are assembled into a portfolio, installed and displayed in a final senior exhibition in the Main University Gallery.</p>		
Criteria for Student Success	Success is defined as 5.25 or higher out of a possible 7.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	92%
Methods	<p>All students in the program who graduated in Spring 2019 (N=12) created and displayed a portfolio of their work in a virtual gallery exhibition during their final semester. This exhibition is usually physically presented, but due to the pivot to online learning, this exhibition was reimagined virtually. Studio and graphic design faculty (N=7) 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 7 evaluations. Mean scores between 5.25 and 7 were counted as achieving the target.</p>		
Measurement Instrument 2	<p>DIRECT MEASURE OF STUDENT LEARNING: RESUME</p> <p>In the required Portfolio and Capstone courses, students create an individual resume highlighting their experiences in art and design, appropriate for their chosen field.</p>		
Criteria for Student Success	By the end of the program students create an individual resume appropriate for their chosen field.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	75%
Methods	<p>All students in the program who graduated in Spring 2019 (N=12) developed a resume in the Capstone course and displayed this resume as part of their virtual gallery exhibition during their final semester. Studio and graphic design faculty (N=7) evaluated and scored each resume for this SLO on a scale of 1 - 7. The final score for each student was the average of all 7 evaluations. Mean scores between 5.25 and 7 were counted as achieving the target.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<p style="text-align: center;">Met Not Met</p>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

This SLO has been refined, and is an improvement over last year: this SLO is specific and represents the fundamental learning outcomes for students in this program.

Work still needs to be done to ensure our tools are measuring what we say we are measuring. Specifically, we still can't be sure that any issues seen are not due to the process itself. For example, wide variations between faculty evaluators' scores for this SLO remain. A rubric to evaluate this SLO must be developed.

Addressing this concern regarding portfolios from last year: *"Either a tool that is equally effective for the studio and graphic design concentrations must be developed, or a tool to more effectively evaluate the graphic designers specifically must be developed."* The assessment tool (Measurement Instrument) was altered via necessity, due to the all-online pivot created by COVID, which may have allowed an accidental improvement in the process. Instead of presenting the usual physical portfolio, students presented a digital portfolio of their works. While the former method of a physical portfolio is more aligned to students in the Studio Art, not the Graphic Design concentration, and graphic designers may have previously been receiving lower marks on the assessment as a result, the digital evaluation of studio works is also a usual method of evaluation in this field. Moving forward, evaluating a digital portfolio likely will benefit the process as it will mimic a process used regularly by both studio artists and graphic designers to present their work.

Last year, resumes were evaluated only on whether they were complete or incomplete; the goal was that all students develop a resume. This year, as a noted improvement, the measurement instrument and goals were refined. Students were evaluated not only on whether or not they completed the resume, but the professional appropriateness and quality of that resume. The target goal for this measurement instrument 2 was narrowly missed, but when considered alongside the over-achievement of measurement instrument 1, we believe that overall, the SLO target was achieved.

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

Based on last year's assessment, work has been done to ensure this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable.

We still need to ensure our tools are designed to measure what we say we are measuring. An appropriate rubric addressing SLO 2 needs to be developed and normed. Developing the rubric should take a year, but effective norming likely will take several evaluation cycles.

A goal for this year is to begin to create curricular maps to identify the courses in which we are teaching those things we say we want our students to know.

Student Learning Outcome 4

Student Learning Outcome 6	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	Success is defined as 5.25 or higher out of a possible 7.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	83%
Methods	All students in the program who graduated in Spring 2019 (N=12) developed a artist / designer statement in the Capstone course and displayed this statement as part of their virtual gallery exhibition during their final semester. Studio and graphic design faculty (N=7) evaluated and scored each statement for this SLO on a scale of 1 - 7. The final score for each student was the average of all 7 evaluations. Mean scores between 5.25 and 7 were counted as achieving the target.		
Measurement Instrument 2	DIRECT MEASURE OF STUDENT LEARNING: ORAL PRESENTATION In the required Capstone course, students deliver an effective oral presentation about their work, including historical and contemporary influences.		
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	92%
Methods	All students in the program who graduated in Spring 2019 (N=12) developed an oral presentation in the Capstone course and recorded this presentation for later review by the assessment team. Studio and graphic design faculty (N=7) evaluated and scored each resume for this SLO on a scale of 1 - 7. The final score for each student was the average of all 7 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 4.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Action items for this SLO were identified last year:

Either this SLO needs to be refined to be more concise/ 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 artists. For Spring 2020, an assignment to assess students' ability to communicate orally about their work and that of other artists will be created for the culminating Capstone course all 514 students take.

In order to address these goals and more effectively address this SLO, a second measurement instrument was developed to assist with assessing students' abilities to communicate orally and to ensure that they address the work of other artists. As planned, an assignment was developed for students to create an oral presentation speaking about their work and their contemporary and historical influences. Based on anecdotal feedback from multiple faculty, this second measure greatly assisted in evaluating this SLO.

An appropriate rubric addressing SLO 4 still needs to be developed and normed for both measurement instruments.

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

Based on last year's assessment, work has been done to ensure this SLO was more effectively evaluated (a second measurement instrument was developed).

We still need to ensure our tools are designed to measure what we say we are measuring. An appropriate rubric addressing SLO 3 needs to be developed and normed. Developing the rubric should take a year, but effective norming likely will take several evaluation cycles.

A goal for this year is to begin to create curricular maps to identify the courses in which we are teaching these skills.