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	<mark>Not Met</mark>
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	<mark>Not Met</mark>
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	<mark>Not Met</mark>
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		

Overall, results from this assessment indicate SLO targets were not met, though two SLO targets were within 5 percentage points of the targeted goal. It is also very likely the small sample size (N=4) makes the results less reliable.

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.

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	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**	75%
Methods	All BA studio concentration students in the program for Spring 2019 (N=4) 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 2.	**Met**	**Not Met**

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.

It is also possible outcomes were impacted by the small sample size, which varies from year to year. Last year we evaluated students graduating in both Fall and Spring, which likely gave us better reliability, or reduced the inpact of outliers, as happened in this case. We will look at including all graduates again in future program evaluations, but this will depend on whether or not students in both semesters produce similar artifacts (due to COVID and changes made, this parity between semesters remains uncertain).

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
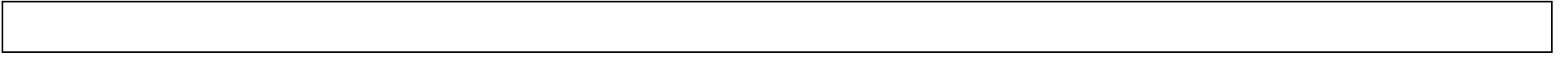
Based on last year's assessment, work has been done to ensure this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable.

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 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 2, each student's body of creative works (portfolio) was evaluated as a whole.
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**	75%

Methods	
	All BA studio concentration students in the program for Spring 2019 (N=4) 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 2.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

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.

It is also possible outcomes were impacted by the small sample size, which varies from year to year. Last year we evaluated students graduating in both Fall and Spring, which likely gave us better reliability, or reduced the inpact of outliers, as happened in this case. We will look at including all graduates again in future program evaluations, but this will depend on whether or not students in both semesters produce similar artifacts (due to COVID and changes made, this parity between semesters remains uncertain).

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 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	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**	50%
Methods	All BA studio concentration students in the program for Spring 2019 (N=4) 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 3.		
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**	50%
Methods	All BA studio concentration students in the program for Spring 2019 (N=4) developed an oral presentation in the Capstone course and recorded this presentation for later review by the assessment team. Presentations were assessed to address SLO 3.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	<mark>**Not Met**</mark>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
In order to 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 astists. Based on anecdotal feedback from multiple faculty, this second measure greatly assisted in evaluating this SLO. However, low percentages of students meeting this target needs to be addressed. It is very possible the issue is with the measurement instrument and a wide variance of expectations within the faculty evaluators. An appropriate rubric addressing SLO 3 needs to be developed and normed for both measurement instruments.			

We also need to ensure that this program, shorter in length than the larger BFA program, is effectively teaching the skills needed for students to excel in this measure.

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.