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| **Assurance of Student Learning Report**  **2020-2021** | |
| PCAL | Art & Design |
| 514: BFA Visual Arts with concentrations in Studio and Graphic Design | |
| Yvonne Petkus, Acting Co-Department Head | |

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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.** | | **X 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.** | | **X 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.** | | **X 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.** | | **X 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 that all SLO targets were exceeded.  Program SLOs for AY 2020-2021 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.  Currently, there is a big difference between evaluators and the evaluations seem to be based on faculty opinion, not a normed response. As such, appropriate rubrics to evaluate each artifact need to be developed and **normed**. We already have a good start, with example rubrics from other universities that hold similar goals and our own example of norming the rubric and process for ranking scholarship applications.  The methods we use to assess this program as well as the SLOs themselves need 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. | | | |

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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 usually installed and displayed in a final senior exhibition in the Main University Gallery. Because of COVID-19, this year the portfolios were displayed 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** | 89% | |
| **Methods** | All students in the program who graduated in Spring 2021 (*N=*18) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. 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 and 7 were counted as achieving the target. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **X Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| This SLO was refined in the previous academic year. It is specific and represents the fundamental learning outcomes for students in this program. We have exceeded our target for success for SLO 1.  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 addressing SLO 1 needs to be developed and **normed**. We have done this for our scholarship ranking process and have looked at rubrics from other universities / programs with similar goals, so have good models to do so for this process.  The assessment tool (Measurement Instrument) that had been altered last year via necessity, due to the all-online pivot created by COVID, has been continued this year and represents a continued improvement in the viewing of portfolios for all students in this program. 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 concentration, 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 the studio field. After evaluating the use of a digital portfolio for our assessment purposes, we acknowledge the additional benefit to our students of mimicking a process used regularly for professional purposes by both studio artists and graphic designers to present their work. | | | | | |
| **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 that 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.  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.  New state and university assessment processes that are currently in development will be included in our re-assessment of our SLOs and process. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The work described above, to ensure our tools are designed to measure what they say we are measuring and that these tools are normed, for SLO 1 and all of our SLOs, to more consistently and accurately indicate that measurement, will be examined throughout this coming academic year by the Department Head and faculty.  Examining and developing these tools should take a year, but effective norming likely will take several evaluation cycles. | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Demonstrate 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 usually installed and displayed in a final senior exhibition in the Main University Gallery. Because of COVID-19, this year the portfolios were displayed 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 students in the program who graduated in Spring 2021 (*N=*18) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. 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 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.** | | | | **X Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This SLO was refined in the previous academic year. It is specific and represents the fundamental learning outcomes for students in this program. We have exceeded our target for success for SLO 2.  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 addressing SLO 2 needs to be developed and **normed**. We have done this for our scholarship ranking process and have looked at rubrics from other universities / programs with similar goals, so have good models to do so for this process.  The assessment tool (Measurement Instrument) that had been altered last year via necessity, due to the all-online pivot created by COVID, has been continued this year and represents a continued improvement in the viewing of portfolios for all students in this program. 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 concentration, 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 the studio field. After evaluating the use of a digital portfolio for our assessment purposes, we acknowledge the additional benefit to our students of mimicking a process used regularly for professional purposes by both studio artists and graphic designers to present their work. | | | | | |
| **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 that 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.  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.  New state and university assessment processes that are currently in development will be included in our re-assessment of our SLOs and process. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The work described above, to ensure our tools are designed to measure what they say we are measuring and that these tools are normed, for SLO 2 and all of our SLOs, to more consistently and accurately indicate that measurement, will be examined throughout this coming academic year by the Department Head and faculty.  Examining and developing these tools should take a year, but effective norming likely will take several evaluation cycles. | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | **Demonstrate 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 usually installed and displayed in a final senior exhibition in the Main University Gallery. Because of COVID-19, this year the portfolios were displayed 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** | 89% | |
| **Methods** | All students in the program who graduated in Spring 2021 (*N=*18) created and displayed a portfolio of their work as a virtual exhibition through the Main University Gallery website during their final semester. 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 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** | | 94% | |
| **Methods** | All students in the program who graduated in Spring 2021 (*N=*18) developed a resume in the Capstone course and displayed this resume as part of their University Gallery online exhibition during their final semester. Studio and graphic design faculty (*N=*7) 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 7 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.** | | | | | | **X Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| After being refined last year, this SLO is specific and represents the fundamental learning outcomes for students in this program. Both Measurement Instruments exceeded our targets for success. Instrument 2, which narrowly missed the target last year, now has exceed that target by a wide margin, reaching 94%.  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 addressing SLO 3 needs to be developed and **normed**. We have done this for our scholarship ranking process and have looked at rubrics from other universities / programs with similar goals, so have good models to do so for this process.  The assessment tool (Measurement Instrument) that had been altered last year via necessity, due to the all-online pivot created by COVID, has been continued this year and represents a continued improvement in the viewing of portfolios for all students in this program. 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 concentration, 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 the studio field. After evaluating the use of a digital portfolio for our assessment purposes, we acknowledge the additional benefit to our students of mimicking a process used regularly for professional purposes by both studio artists and graphic designers to present their work. | | | | | | | |
| **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 that 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 3 needs to be developed and normed.  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.  New state and university assessment processes that are currently in development will be included in our re-assessment of our SLOs and process. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The work described above, to ensure our tools are designed to measure what they say we are measuring and that these tools are normed, for SLO 3 and all of our SLOs, to more consistently and accurately indicate that measurement, will be examined throughout this coming academic year by the Department Head and faculty.  Examining and developing these tools should take a year, but effective norming likely will take several evaluation cycles. | | | | | | | |

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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** | Success is defined as 5/7 or higher on this outcome. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 94% | |
| **Methods** | All students in the program who graduated in Spring 2021 (*N=*18) developed an artist / designer statement in the Capstone course and displayed this statement on the website as part of their University Gallery online 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 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** | 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 students in the program who graduated in Spring 2021 (*N=*18) presented an oral Artist / Designer Talk in the Capstone course. These were recorded and made available for evaluation. Studio and graphic design faculty (*N=*7) evaluated and scored each oral presentation 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 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.** | | | | | | **X Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| This SLO was refined last year 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 more fully assessing students’ abilities to communicate orally and to ensure that they address the work of other artists.  Overall, both Measurement Instruments exceeded our targets for success. Faculty have also anecdotally noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO.  There are still likely structural issues with the assessment for this SLO that need to be addressed, including the differences in disciplines between artist statements and graphic design statements, which may affect Measurement 1. Faculty scoring also differed widely in assessing the statements in Measurement 1.  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 development and implementation of a second measurement instrument, this SLO was more effectively evaluated.  We still need to ensure our tools are designed to measure what we say we are measuring. An appropriate rubric addressing SLO 4 needs to be developed and normed, including clarifying in that rubric the expectations for each Artist / Graphic Designer Statement as based on the norms for each discipline.  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.  New state and university assessment processes that are currently in development will be included in our re-assessment of our SLOs and process. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The work described above, to ensure our tools are designed to measure what they say we are measuring and that these tools are normed, for SLO 4 and all of our SLOs, to more consistently and accurately indicate that measurement, will be examined throughout this coming academic year by the Department Head and faculty.  Examining and developing these tools should take a year, but effective norming likely will take several evaluation cycles. | | | | | | | |