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| **Assurance of Student Learning Report**  **2020-2021** | |
| PCAL | Art & Design |
| 509: BA Visual Studies with concentrations in Studio and Art Education | |
| 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 proficiency with the use of the elements and principles of art and design through creating visual art works. | | | |
| **Instrument 1** | Direct: Portfolio | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **X 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, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **X 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. | | | |
| **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 3.** | | **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 two of our three SLO targets for this Program were not met. It is very likely that the small sample size (*N*=6) makes the results less reliable.  Program SLOs for AY 2020-2021 were evaluated and revised but results from this year's assessment indicate that these 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.  An additional SLO to assess the success of the 509 Art Education concentration needs to be developed.  Additionally, a pathway needs to be developed for 509 BA Art Education students who are recently able to earn a second Studio concentration to be included in the evaluation of this (studio concentration) program. The required Capstone course, where our assessment materials are gathered, is currently waived for these students leaving a number of 509 students out of our assessment process for the Studio concentration. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | **Demonstrate proficiency with the use of the elements and principles of art and design through creating visual art 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 (usually 8 – 12 pieces); 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) 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 5/7 or higher on this outcome. | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 66% | |
| **Methods** | All BA Studio concentration students in the program for Spring 2021 (*N*=6) in the Capstone course created and displayed a portfolio of their work in a virtual exhibition through the 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.** | | | | **Met** | **X Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| While this SLO was refined in the previous academic year to be specific and represent 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 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.  It is also possible outcomes were impacted by the small sample size, which varies from year to year. Previous years (pre-pandemic) 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.  We will also look at including Art Education students in our evaluation for both their Art Education concentration (through a separate instrument) and their Studio concentration (through this instrument). Currently, Art Education majors who also have the Studio concentration are waived from taking the Capstone course because their capstone is through the 432 Portfolio course. Ways to have these students benefit from the studio-oriented Capstone course, through which they would exhibit and become part of this assessment, are being explored. | | | | | |
| **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, this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable, though structural issues may be affecting the accuracy of the measurement.  Work will continue to be done in order to ensure our tools are designed to measure what they say we are measuring and that these tools are normed to more consistently and accurately indicate that measurement.  A goal for this year is to continue work on creating curricular maps to indentify the courses in which we are teaching those things that we say we want our students to know and to look for pathways for all of our BA students, including those in Art Education, to be part of the evaluation of this program.  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 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 (usually 8 – 12 pieces); 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 2, each student’s body of creative works (pieces in the portfolio) were evaluated for their proficiency in the use of multiple art materials and techniques. | | | | |
| **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** | 50% | |
| **Methods** | All BA Studio concentration students in the program for Spring 2021 (*N*=6) in the Capstone course 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.** | | | | **Met** | **X 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. Previous years (pre-pandemic) 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. | | | | | |
| **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, this SLO represents the skills, knowledge, and experience we want our students to master upon graduating and that this SLO is measurable, though structural issues may be affecting the accuracy of the measurement.  Work will continue to be done in order to ensure our tools are designed to measure what they say we are measuring and that these tools are normed to more consistently and accurately indicate that measurement. This includes evaluating SLO 2 to see if it accurately reflect trends in how this program is being used by students toward their individual goals, in terms of proficiency in multiple vesus more focused disciplines.  A goal for this year is to continue work on creating curricular maps to indentify the courses in which we are teaching those things that we say we want our students to know and to look for pathways for all of our BA students, including those in Art Education, to be part of the evaluation of the program.  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 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** | 100% | |
| **Methods** | All BA Studio concentration students in the program for Spring 2021 (*N*=6) in the Capstone course developed an artist / designer statement and displayed this statement as part of their Main University Gallery virtual exhibition. Studio and graphic design faculty (*N*=7) evaluated and scored each 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 deliver 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** | | 83% | |
| **Methods** | All BA Studio concentration students in the program for Spring 2021 (*N*=6) in the Capstone course developed an oral presentation. These were recorded and made available for assessment. Studio and graphic design faculty (*N*=7) evaluated and scored each each Recorded 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 3.** | | | | | | **X Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| Overall, SLO 3 exceeds our target for success this year for both Measurement Instrument 1 and Measurement Instrument 2.  In order to effectively address the goals of SLO 3, a second measurement was developed and added to our Spring 2020 assessments. This addition proved valuable and the two measurement instruments, one written and one oral, were again included to assist with assessing students' abilities to communicate both orally as well as through writing, and to ensure that they address the work of other artists. Faculty have anecdotally noted again that the addition of the oral presention measurement greatly assists in evaluating this SLO.  Additional work (as detailed in SLO 1) can be done in normalizing rubrics and faculty scoring. | | | | | | | |
| **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, this SLO was more effectively evaluated with the continued use of our recently developed second measurement.  Work will continue to be done in order to ensure our tools are designed to measure what they say we are measuring and that these tools are normed to more consistently and accurately indicate that measurement.  A goal for this year is to continue work on creating curricular maps to indentify the courses in which we are teaching those things that we say we want our students to know and to look for pathways for all of our BA students, including those in Art Education, to be part of the evaluation of the program.  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. | | | | | | | |