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| **Assurance of Student Learning Report**  **2022-2023** | | |
| PCAL | | Art & Design |
| Visual Studies 509 | | |
| Kristina Arnold | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program 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 | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Demonstrate proficiency in the use of multiple art materials and techniques. | | | |
| **Instrument 1** | Direct: Portfolio | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check 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. | | | |
| **Instrument 1** | Direct: Artist / Designer Statement | | |
| **Instrument 2** | Direct: Oral Presentation | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| We plan to continue to assess each SLO annually, though methods of assessment may change. The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | |

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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 installed and displayed both in a final senior exhibition in the Main University Gallery and 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** | 100% | |
| **Methods** | All BA Studio concentration students in the program for Spring 2023 (*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. Art Department Program Coordinators (*N=*4) 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 4 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** | **Not Met** |

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| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| This SLO represents one of the most fundamental learning outcomes for students in this program. We have met and exceeded our target for success for this SLO.  This year, we again attempted to address the issue of outliers within evaluations by using the subset of evaluators – newly appointed Program Coordinators for our departmental programs – most familiar with the programs and SLOs. Instead of using a subset of all faculty, this year we again selected four targeted evaluators. Variations between faculty evaluators’ scores for this SLO remain, and while this is not unusual, our evaluation rubric needs to be **normed**.  The assessment tool (Measurement Instrument) that we altered 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. In addition to presenting a physical portfolio in the gallery, students also presented a digital portfolio of their works for assessment review. As the digital artifact (instead of the physical presentation) was used by assessors, this made the artifact used consistent for all students regardless of media used to create original works.  We continue to 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, continue to be explored. |
| **Follow-Up**  We continue to work to ensure that this SLO represents the skills, knowledge, and experience we want our students to master upon graduating, that our students meet these goals, and that that this SLO is measurable. Notably, we exceeded our target of success this year. We will continue to find ways to ensure that the success of our Art Education Conentration (a concentration within this program) is assessed. |

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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 installed and displayed both in a final senior exhibition in the Main University Gallery and 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 2023 (*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. Art Department Program Coordinators (*N=*4) 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 4 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** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| This SLO represents fundamental learning outcomes for students in this program. While this year we did not meet our target for success for this SLO, it is possible that the reason lies with a misalignment between the artifact and the outcome we desire to assess. Stated one of the assessors: “I think the question… may be at odds with advice we give students when putting together [the artifact]. Meaning, students often showcase a single medium of focus such as GD or painting. Maybe we need to align the assessement to what we ask of them.”  Based on this observation, we will look next year at more effectively aligning what we ask students to provide for their artifact more directly with the SLO and assessment. | | | | | |
| **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, we continue to work 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 will continue to find ways to ensure that the success of our Art Education Conentration (a concentration within this program) is assessed.  We still need to ensure our tools are designed to measure what we say we are measuring and we will continue to work on developing and norming an appropriate rubric.  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. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | |

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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** | 83% | |
| **Methods** | All students in the program who graduated in Spring 2023 (*N=*6) developed an artist/designer statement in the Capstone course and displayed this statement as part of their University Gallery online exhibition during their final semester. Art Department Program Coordinators (*N=*4) evaluated and scored each statement 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 4 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** | | **67%** | |
| **Methods** | All students in the program who graduated in Spring 2023 (*N=*6) presented an oral Artist / Designer Talk in the Capstone course. Art Department Program Coordinators (*N=*4) evaluated and scored each statement 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 4 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.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| Overall, one Measurement Instrument exceeded one target and slightly missed our second target for success. As 5/6 students met the target for at least one measurement, we count this as meeting the objectives. Anecdotally, the written artist / designer statement is one of the most difficult professional documents for our students to create. This SLO was refined two years ago 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. Faculty have also anecdotally noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO. This artifact (artist/ designer talk) will continue to be developed to ensure it remains a quality indicator for this learning objective.  The Capstone Course has continued to place additional focus on these written and oral statements, which has corresponded with less student anxiety over creating the documents and an overall increased quality for most. We will continue to focus on this SLO over the coming year and hope to see increased success on this metric.  We continue to 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, continue to be 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, we continue to work 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 will continue to find ways to ensure that the success of our Art Education Conentration (a concentration within this program) is assessed.  We still need to ensure our tools are designed to measure what we say we are measuring and we will continue to work on developing and norming an appropriate rubric. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The department will continue to work with our new official program coordinators for the BFA and BA programs in tandem on program administration, including curriculum development, oversight, and assessments.  Our SLOs and curriculum maps will be examined throughout this coming academic year by the Department Chair and Program Coordinator team, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self study (AY 2025). | | | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**