Studio Art (BFA)

Annual Assessment Plan

1





4.2 - ability to research

Demonstrates an ability to research, analyze, process and write about the visual arts

Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ArTH 111 Critical approach Final paper	75 % of student score 86 or above	Every other year (2016-17)

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

ARTH 111 critical approach final paper / 75% of students 86 or above

RESULTS = No critical approach final paper. Final paper (Classmate Interview) – 29 out of 29 students 86 or above



DISCUSSION: The department discussed the problem with having an adjunct teach this course, and the decision on the part of the adjunct to change the final paper in the course. Department shared concerns that the grades were very inflated (all students got 98/100 on final paper) - and that the chair should reach out and discuss this with the adjunct.

5

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

For Spring 2023, the adjunct will NOT be teaching the course, so when the assignment is returned to the course by the full time faculty member, the department can reassess the results in Spring 2023.



Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4.3 C - concentration area Displays mastery and depth in concentration area

Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



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There is no selected outcome.

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Targets - Percentage of students expected to earn a particular score on the measure.



Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Creation of a related body of work for Senior Exhibition	80% receive a 88 or above	Annually (2015-16)

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Senior Exhibit / 80% receive an 88/100 "body of work"

Does "quality of Work" reflect their "final grade?"

RESULTS = "Quality of Work" 18 out of 22 students (82%) received 88 or above. When BFA students are broken out of the group, 10 out of 11 students (91%) received an 88 or above.

DISCUSSION: Senior students were reviewed, and the department distinguished between the quality of work being made by the Senior B.A. students in contrast to the Senior B.F.A. students. All faculty agreed that the quality of the work was appropriate, and matched the assessment targets. The two thesis exhibitions also showed this difference in maturity and quality across the contrasting programs.



Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No need for action plan - the senior students are meeting the appropriate target.





Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4.3 A - critique work

Demonstrates ability to critique work using appropriate terms and concepts

Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

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Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Sophomore review Criterion	Out of 10 points -the median	Bi-Annually (2014-15)
#2 (presentation)	score for criterion $#1 = 7.10$	



Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Faculty suspect it was a strong sophomore class - but will revisit these scores in Spring 2022 to see if the target is still appropriate.



Demonstrates ability to identify, themes, historical time periods and cultural context of visual arts

Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Please Enter The Following Information Below:

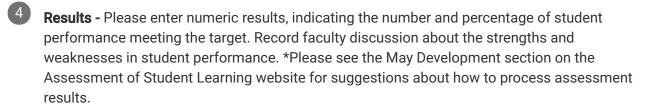
Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

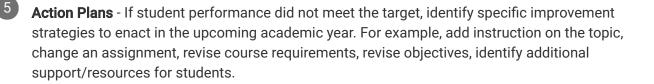
Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ARTH 150 OR ARTH 151 Cultural context paper history paper	82% of students receive a 86 or above on paper	Every third year (2015-16)







Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.



4.3 B - emerging technologies

Applies emerging technologies to solving visual problems/projects

Outcome(s)



6

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

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Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



Measures	Targets	Timeline	
ART 112, 236, 237 Create a signature assignment in each course	75 % of student makes 86	Every three years (2015-16)	

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Faculty will select one class and one assignment to review next year for ULO 4.



4.5 - faith

Displays an ability to articulate the relationship between faith and creative work.

Outcome(s)

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

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Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 493 Faith Integration Paper	80% receive a 88 or above	Every other year (2015-16)

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Art Seminar Integration Paper - 80% receive 88/100 or above

RESULTS = 19 out of 26 students (73%), of note is 3 students 0/100 (didn't turn in final paper).

DISCUSSION: Did not meet goal? When BFA students are broken out of the number 10/11 BFA students met target (91%). Although overall the total number of students did not meet the target, when the BFA students are looked at without the other BA students, the students are performing adequately in regards to the appropriate target.



Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.



No action plan - the BFA senior students are meeting the appropriate target for the faith integration paper in ART 493.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4.1 A - foundational design skills

Demonstrates and applies a basic knowledge of foundational design skills used for composing & evaluating visual arts.

Outcome(s)

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



6

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

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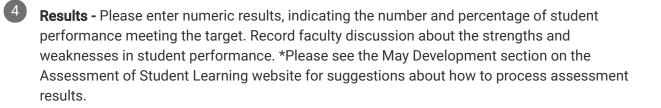
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Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Sophomore review Criterion #1 (art work)	Out of 10 points –the median score for criterion #1 = 14 pts	Biannually (2014-15)





Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

In case the target is too generous, faculty will review this measure in Spring 2022.



4.4 A - professional outlet

Identify pathways to a professional outlet in their field.

Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



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Targets - Percentage of students expected to earn a particular score on the measure.



Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 493 Senior Seminar Interview paper	TBD	Every third year (2016-17)



Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Add a new measure as outlined above - For ULO 5 faculty discussed using the final "Art Historical Geneaology" as a measure. With a target 75% of the class will get a 85/100 or above. And we will assess this in Spring 2022.

10 4.4 B - studio experience to professional activities

Demonstrates the ability to relate studio experience to professional activities that are well-suited to their skill set.

Outcome(s)

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.





Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

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Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 483, 485, 487 Presentation of senior proposals	TBD	Every other year (2014-15)

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

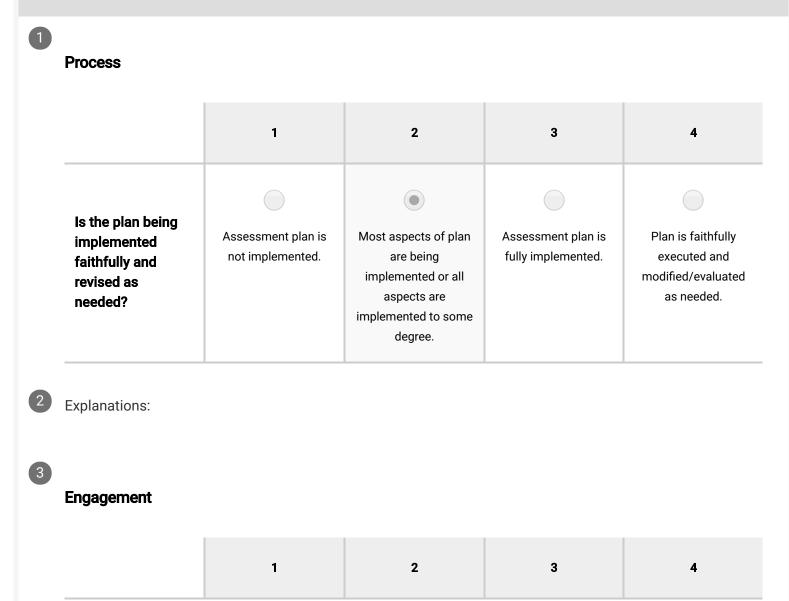


Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific,



measurable action plan and its relation to evidence of student performance.

Assessment Rubric





	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement	Limited involvement beyond chair/director	All educators contributing to the curriculum are aware of process and results	All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement
process?				processes associated with this assessment plan.

4

5

Program Learning Objectives

1	2	3	4
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	1	2	3	4
	PLOs are problematic	PLOs are clear, mostly	PLOs are clear,	PLOs are clear,
	(vague, abstract, not aligned with	measurable, partially aligned with	measureable, aligned with ULOs/GLOs, and	measurable, aligned with ULOs/GLOs, and
	ULOs/GLOs) or	ULOs/GLOs.	represent a summary	representative of the
	missing.	0203/0203.	of the knowledge,	range of learning
Are the program	rinoonig.		skills, beliefs, and	students achieve
learning objectives			values that a	through completion
clear, measurable,			graduate of this	of the program. The
aligned with			major/program	learning objectives
ULOs/GLOs, and			should attain by	provide a
representative of			completing the	comprehensive viev
the range of			required curriculum,	of the knowledge,
learning for that			accounting for	skills, beliefs, and
major/program?			variations in learning	values that are
			outcomes due to	important for a
			tracks/concentrations	graduate of this
				major/program and
				account for variation
				in learning outcome
				due to tracks/concentratior

6

7

Measures

1 2 3 4



	Not all objectives	All objectives have at	All objectives have at	Measures meet all of
	have a measure	least one direct	least one direct	the following criteria:
	identified. OR	measure. Measures	measure. Some	All objectives have at
	Measures do not	connect to learning	objectives have	least one direct
	directly connect to	objectives	multiple measures.	measure. Some
Are the	the objectives.	superficially or	Measures clearly	objectives have
instruments used		tangentially and/or	connect to learning	multiple measures.
to assess learning		include learning other	objectives. And two	Measures clearly
relevant to the		than stated	of the following four	connect to learning
objective? Do		objectives. Relies	criteria: Objective	objectives. Objectives
measures yield		almost exclusively on	measures more than	measured more than
information/data		the same form of	one point in time	one point in time
you can use to		assessment (survey,	(formative). Indirect	(formative). Indirect
drive		exam, project). Relies	measure are used	measures are used
improvement?		almost exclusively on	strategically. Plan	strategically. Plan
		data from a single	Incorporates different	incorporates different
		source (course,	forms of assessment	forms of assessment
		program, activity).	(survey, exam,	(survey, exam,
			project). Plan	project). Plan
			incorporates from a	incorporates data
			variety of sources	from a variety of
			(course, program,	sources (course,
			activity).	program, activity).

Explanations:

Targets

|--|



	1	2	3	4
	\bigcirc		۲	
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program

11

10

Timeline

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	Not identified clearly for all measures.	Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

Explanations:

(12)

Action Plan

13

	1	2	3	4
		۲		
	Assessment data not	Data collected,	Data collected,	Department collected
	collected/analyzed/used	documented and	documented and	and discussed follow-
	for decisions and/or	discussed by	discussed by	up data after the
	results not	department.	department.	implementation of
Is the department	documented in AEFIS.	Department reviewed	Department and dean	action plans in order
effectively		confidence in	confirmed confidence	to determine whether
examining and		measures and data as	in measures and data	changes resulted in
using assessment		sufficient indicators	as sufficient	improvement or
data to revise		of student	indicators of student	whether additional
curriculum and		performance. If data	performance. Action	action is necessary.
pedagogy to		indicated changes	plans (e.g. improving	Data confirms
support student		were needed, action	outcomes, measures,	effective curriculum
learning?		plans were developed	targets, curriculum or	and pedagogy for
g -		in consultation with	pedagogy) developed	learning outcomes.
		dean (e.g. improving	in consultation with	Score of 4 should be
		outcomes, measures,	dean. If prior year	assigned only if
		targets, curriculum or	data warranted action	objectives, measures
		pedagogy).	plans, the department	targets and timeline
			implemented the	all score a 4.
			changes.	

Explanations:

14

15

Dissemination

	1	2	3	4
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	1	2	3	4
	No record of	The	The	The
	assessment results	department/program	department/program	department/program
	and changes made as	retains records of	retains records of	retains records of
	a result of	assessment results	assessment results	assessment results
	assessment findings.	and positive changes	and changes made as	and changes made as
Is the department		made as a result of	a result of	a result of
communicating		assessment findings,	assessment findings,	assessment findings,
learning		and results are	results are entered in	and results are
objectives, results		entered in	assessment software	entered in
and improvements		assessment software	system, and	assessment software
related to student		system.	assessment results	system. Assessment
learning to a wide			and improvements	results and
audience?			are publicly posted.	improvements are
				publicly posted and
				shared proactively
				with faculty,
				prospective students,
				employers and alumni
				in ways that facilitate
				their discussion.

Additional Feedback

1

Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT

