

## Academic Assessment Report - AY 2012-2013

### College of Visual and Performing Arts, Dept. of Fine Arts, B.F.A Studio Art & B.F.A. Studio Art: Photography Option

**Program SLOs:** #1: Attain foundational skills in creating art in two and three dimensions (KU 1, 4) (GE K4, S3, S4, S5, V4, V5)

#2: Utilize critical thinking and problem solving skills. (KU 1, 4) (GE K4, S3, S4, S5, V5)

#3: Articulate intentions, and make the transition from ideation and feelings to the creation of visual statements in a variety of media.  
(KU 1, 4) (GE K4, S1, S2, S4, S5, V4, V5)

#4: Attain verbal and written communication skills, including the ability to evaluate and describe works of art. (KU 1, 4) (GE K4, S1, S2, S4, S5, V4)

#5: Gain a general knowledge of the history of art, art theory and contemporary art issues. (KU 1, 4) (GE K4 S1, S2, S5, V4)

#6: Expand creative potential through the production of an individual body of work. (KU 1, 4) (GE K4 S4, S5, V1, V5)

#7: Attain professional training and mastery of technical skills as preparation for advanced study or professional careers in the arts. (KU 1, 4)  
(GE K4 S4, S5, V1, V5)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<b>SLO #1</b>	Direct Measure: 30 credit/end of sophomore year portfolio review	Scored rubric completed during committee review of portfolios. Student is fully declared in major if successful. Portfolio represents work completed in all foundations courses (FA 1100, FA 1101, FA 1230, FA 2405, FA 2100, FA 2200, FA 2277/6,) and may also include course work from additional major requirements.	Rubrics for 6 students were analyzed: 100% of the students were deemed acceptable to excellent in all categories (Drawing, Visual Strength, Craftsmanship, Creativity/Concept). Overall, 86% scored "good" and 14% scored "acceptable."  No one category stood out as being particularly stronger or weaker than the others.	This academic year we finalized and implemented a standardized test to be administered in all sections of 2-D Design. After analyzing data and taking into account instructor feedback from the Fall semester, we made some alterations to the test for Spring. In addition, results show there are some consistencies in incorrectly answered questions (specifically certain terms and concepts). We will distribute these finding to those teaching the course so they can insure this information is covered.  Results from mid-degree portfolio reviews were very positive and showed improvement over last years data. Student surveys also corroborate these findings. However, not all students complied with the request to schedule a review. We are considering scheduling these reviews to coincide with registration advisement and upholding registration blocks until student present.
	Direct Measure: foundational learning exam	FA 1100, 2-D Design standardized test	4 tests were submitted: 2 scored above 92%, one scored 83% and one failed.	
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted, 75% strongly agreed they achieved this SLO. One rated it neutral.	

<b>SLO #2</b>	Direct Measure: 30 credit/end of sophomore year portfolio review	Scored rubric completed during committee review of portfolios. Student is fully declared in major if successful. Portfolio represents work completed in all foundations courses (FA 1100, FA 1101, FA 1230, FA 2405, FA 2100, FA 2200, FA 2277/6,) and may also include course work from additional major requirements.	71% of the 7 students scored “good” and 29% scored “acceptable” in this category (Creativity/Concept)	Although all students were acceptable or better in this category, we have noticed that at the sophomore level review students have not yet fully developed their conceptual skills. We see this category in the rubric scoring much higher once student begin to specialize—as evidenced in the data from the final solo exhibition rubric. This seems consistent with what we would expect and do not believe any action is warranted at this time.
	Direct Measure: final solo exhibition	FA 4797 Mentor Sequence: scored rubric for final solo exhibition	This SLO touches upon all sections of the rubric (Competency in Media, Visual Strength, Creativity/Concept, Cohesion) and data indicates all students (10 evaluated) have met the SLOs. Of all 4 categories 100% of the students scored good to excellent and 86% scored excellent.	
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted 50% strongly agreed they achieved this SLO, 1 agreed and one scored neutral.	
<b>SLO #3</b>	Direct Measure: 30 credit/end of sophomore year portfolio review	Scored rubric completed during committee review of portfolios. Student is fully declared in major if successful. Portfolio represents work completed in all foundations courses (FA 1100, FA 1101, FA 1230, FA 2405, FA 2100, FA 2200, FA 2277/6,) and may also include course work from additional major requirements.	Category #3 on the rubric (craftsmanship/competency in media used) pertains to this SLO and 100% of the 7 students scored good to excellent.	Based on the very strong results of our three measures, this SLO is currently meeting our criteria and no action is required.
	Direct Measure: final solo exhibition	FA 4797 Mentor Sequence: scored rubric for final solo exhibition	Categories 2 and 3 of the rubric (visual strength and creativity/conceptual strength)	

<b>SLO #3 (continued)</b>			relate to this SLO. Of these categories 80% of the 10 students scored “excellent” and 20% scored “good”	See above
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted. 75% strongly agreed they achieved this SLO. One rated it neutral.	
<b>SLO #4</b>	Direct Measure: final artist statement	FA 4797 Mentor Sequence, scored rubric for artist statement	Of the 6 rubrics, 70% received the highest score in all categories (Genre, Focus, Development, Organization, Grammar, Revision), 30% scored above average and 17% average, no one scored below average. The highest scoring category was “organization” and “revision,” the lowest was “focus” and “grammar”	FA 4797: Not all faculty mentors (course handled similar to an indep. study) readily complied with the submission of rubrics and 4 out of the 10 did not submit the writing rubric for the required artist statement. It is clear through this and feedback from students, that not all mentors provide the same requirements or instruction to their students. A signed addendum to the Mentor Contract has been proposed. This clearly stipulates class requirements (including the written requirement) and expectations for the accompanying exhibition. With all faculty knowing what is expected we hope student experiences can be more consistent and all rubrics and requirements will be honored.  Of the rubrics submitted for both FA 4797 and AH 3740 and information from the student survey, writing had been acceptable or better. Grammar continues to be the weakest category in the capstone rubric and we will ask Mentors to encourage students to use the writing center.
	Direct Measure: oral presentation	AH 3740 or 3741 Art History, scored rubric for oral report	Average score is between good and excellent 4.2/5. Approximately 50% scored excellent. No once category stood out as particular strong or weak	
	Indirect Measure: Student survey	Survey upon program completion	Of the 4 surveys submitted. 50% strongly agreed and 50% agreed they achieved this SLO.	
<b>SLO #5</b>	Direct Measure: oral presentation	AH 3740 or 3741 Art History, scored rubric for oral report	Average score is between good and excellent 4.2/5. Approximately 50% scored excellent. No once category stood out as particular strong or weak	The writing emphasis course, <i>Meaning and Making</i> was redeveloped this past semester and will serve to augment our students’ knowledge of contemporary art issues and art theory/practice.
	Direct Measure: written project	AH 1701: Scored with GE rubric for written projects	100% scored very good to excellent in all categories. Score of 100% in genre, focus and organization.	
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted. 50% strongly agreed and 50% agreed they achieved this SLO.	

<b>SLO #6</b>	Direct Measure: final solo exhibition	FA 4797 Mentor Sequence: scored rubric for final solo exhibition	In this category of the rubric (Cohesion of the body of work) 80% of the 10 students analyzed, scored "excellent." 20% scored "good"	We have consistently found that our students do quite well once they are immersed in their area of specialization and are working one-on-one with professors in the Mentor Sequence. With the steps motioned in SLO #4 above we hope to continue to improve (and standardize) this experience.
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted. 75% strongly agreed and one agreed they achieved this SLO.	
<b>SLO #7</b>	Direct Measure: final solo exhibition	FA 4797 Mentor Sequence: scored rubric for final solo exhibition	In this category of the rubric (Competency in the media used), 100% of the 10 students scored "excellent."	Our newly revised "Directions in Studio Art" class was implemented this past semester and survey comments have indicated it has been a very useful professional practice course.  Although rubric data was very positive, we did receive a comment on a rubric that one student's exhibition was not professionally installed. We decided this would be another useful category on our rubric and will add an additional item with regard to exhibition installation/presentation.
	Indirect Measure: student survey	Survey upon program completion	Of the 4 surveys submitted. 75% strongly agreed they achieved this SLO. One rated it neutral.	