

Assurance of Student Learning	
PCAL	Art & Design
509: BA Visual Studies with concentrations in Studio and/or Art Education	
Mike Nichols and Miwon Choe, program co-Coordinators	

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	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
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, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input type="checkbox"/> Met <input checked="" type="checkbox"/> 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 / Teaching Philosophy (art ed)	
Instrument 2	Oral Presentation	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

Proposed new Student Learning Outcome 4 (Art Education Concentration Only): Demonstrate proficiency in methods of art education		
Instrument 1	Praxis II Scores / Pass Rate	
Instrument 2	Teaching Philosophy	
Instrument 3	Teaching Portfolio	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

This new SLO will be evaluated in future years		
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>We have three levels of credentials in our department: Certificates (18 hours), Bachelor of Arts degrees (49 hours for the studio concentration / 88 hours for the Art Education Concentration) and Bachelor of Fine Arts degrees (79 hours). For each, we expect a different level of skills achievement: Intermediate for the Certificate; Proficient for the BA; and Expert for the BFA, which reflect the number of hours students spend in skills-specific courses. These expectations are reflected in the language of the SLOs. This is the first year we have assessed students based on level achieved (Novice/Intermediate/Proficient/Expert) rather than on a 7-point numerical scale, using a new rubric designed to measure level of achievement. We feel the category-specific measurement system and rubric noting specific skills for achieving each level are a more appropriate way to measure success in our programs.</p> <p>We also spent time this past year detailing what information and artifacts are needed to assess our Art Education concentration within the 509 BA (see highlighted text throughout this document for where this information will be added). We now need to build time into our art ed methods classes and faculty schedules at the end of the semester to capture these artifacts and information. For this assessment cycle, we again were only able to assess the BA Studio concentration, as we were not able to collect data from the Art Ed concentration in time for assessment. We also need to decide whether or not we need to add an additional SLO to assess Art Education, or whether we will be able to assess the program through our existing SLOs with additional artifacts.</p> <p>During this past assessment cycle, we divided assessment work for our six programs among the tenure-track department faculty. We wrote new curriculum maps for six programs, and new assessment rubrics for five programs, while revising the rubric for the sixth. We gathered new artifacts for three programs, along with developing a strategy for artifact collection for these programs. That left fewer faculty-hours for conducting assessments, resulting in only one faculty member evaluating and scoring the BA 509 program this year. Next year, we plan to return to both of our BA and BFA programs being evaluated and scored by multiple departmental Program Coordinators, to allow for a more thorough evaluation.</p> <p>The department will also continue to work with our program coordinators for the BFA and BA programs on program administration, including curriculum development, oversight, and revision where needed. Together with the Chair, they will examine our new rubric and curriculum map throughout this coming academic year, with an eye towards ensuring alignment with NASAD accreditation standards in preparation for our next self-study (AY 2025).</p> <p>We continue to refine our Portfolio and Capstone courses, and take lessons learned from our yearly ASL reports back into the classroom for continued improvement.</p>		

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	<p>DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO</p> <p>Throughout the BA program, students create a variety of studio art and / or design works and / or art educational samples. In the required capstone course, students in the studio concentration select the best examples of their work (usually 8 – 12 pieces); these pieces are assembled into a digital portfolio.</p> <p>Students in the art education-concentration create teaching portfolios in ART 311, ART 411, and ART 413, which include a similar number of samples as the studio track. These teaching portfolios are bound and presented formally for assessment during the student's senior year.</p> <p>To evaluate SLO 1, each student's body of creative works (pieces in the portfolio) are evaluated on their formal and conceptual strengths in</p>

	using the visual elements and principles of art and design.		
Criteria for Student Success	Success is defined as meeting the level of proficiency on this outcome.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	75%
Methods	All BA Studio concentration students in the program for Spring 2023 (N=12) in the Capstone course created a digital portfolio of their work during their final semester. Portfolios were scored (Novice / Intermediate / Proficient) via the attached rubric. Only proficient scores were counted as achieving the target.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
This past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the <i>evaluation method</i> of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a three-category scale describing level achieved: novice, intermediate, and proficient.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We again met our target for success this year. 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. We have moved closer to crafting a workable plan to ensure that the success of our Art Education Concentration is assessed.			

Student Learning Outcome 2	
Student Learning Outcome	Demonstrate proficiency in the use of multiple art materials and techniques.
Measurement Instrument 1	<p>DIRECT MEASURE OF STUDENT LEARNING: PORTFOLIO</p> <p>Throughout the BA program, students create a variety of studio art and / or design works and / or art educational samples. In the required capstone course, students in the studio concentration select the best examples of their work (usually 8 – 12 pieces); these pieces are assembled into a digital portfolio.</p> <p>Students in the art education-concentration create teaching portfolios in ART 311, ART 411, and ART 413, which include a similar number of samples as the studio track. These teaching portfolios are bound and presented formally for assessment during the student's senior year.</p> <p>To evaluate SLO 2, each student's body of creative works (pieces in the portfolio) are evaluated on their formal and conceptual strengths in the use of multiple art materials and techniques.</p>

Criteria for Student Success	Success is defined as meeting the level of proficiency on this outcome.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	58%
Methods	All BA Studio concentration students in the program for Spring 2023 (N=12) in the Capstone course created a digital portfolio of their work during their final semester. Portfolios were scored (Novice / Intermediate / Proficient) via the attached rubric. Only proficient scores were counted as achieving the target.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<div>Met</div> <div><input checked="" type="checkbox"/> Not Met</div>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
This past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the <i>evaluation method</i> of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a three-category scale describing level achieved: novice, intermediate, and proficient.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>While this year we once again did not meet our target for success for this SLO (though we were closer than last year), 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 last year: “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 assessment to what we ask of them.”</p> <p>Based on this observation, we changed the prompt for what we asked students to provide in their portfolios (measurement instrument) to align more directly with the SLO and assessment. However, even with this change, students had difficulty in showing a diversity of media in their portfolios. That is likely due to the culture of the ‘portfolio’ – which is designed to show ‘a body of a creative’s best work’ – not a diversity of work. For future assessment cycles, we will experiment with adding an additional artifact in the Capstone course to specifically address this SLO requiring proficiency with a diversity of media – and calling it something other than a ‘portfolio.’</p>			

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	<p>DIRECT MEASURE OF STUDENT LEARNING: ARTIST / DESIGNER STATEMENT / TEACHING PHILOSOPHY</p> <p>In the required Portfolio and Capstone courses, students in the studio concentration write a statement about their work.</p> <p>Students in the art education concentration write a teaching philosophy in the following courses: ART 311, ART 411, and ART 413.</p>

Measurement Instrument 2	DIRECT MEASURE OF STUDENT LEARNING: ORAL PRESENTATION In the required Capstone course, students deliver an oral presentation (with visuals) about their work, including historical and contemporary influences.		
Criteria for Student Success	Success is defined as meeting the level of Proficiency on one or both measurement instruments and at least the level of Intermediate on the other measurement instrument for this outcome.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	75%
Methods	All BA Studio concentration students in the program for Spring 2023 (N=12) in the Capstone course wrote a creative statement about their work and process during their final semester. Statements were scored (Novice / Intermediate / Proficient) via the attached rubric. All BA Studio concentration students in the program for Spring 2023 (N=12) in the Capstone course wrote and presented an oral talk about their work, process, and influences during their final semester. Oral presentations were scored (Novice / Intermediate / Proficient) via the attached rubric.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>This past year, we collected the same student artifacts / measurement instrument (portfolio of work, written creative statement, and recorded creative presentation) as we have in previous years, via the same methods. We did change the <i>evaluation method</i> of these artifacts, by creating for the first time a rubric for evaluation, and changing the scale of evaluation from a 7-point numerical scale to a three-category scale describing level achieved: novice, intermediate, and proficient.</p> <p>Overall, 75% of students met the level of proficiency for one measurement and at least the level of intermediate for the other on this SLO.</p> <p>Anecdotally, the creative statement is one of the most difficult professional documents for our students to create. The addition of a second measurement (oral presentation) has proven successful in more fully assessing students' abilities to communicate about their work and to ensure that they address the work of other artists. Faculty have also noted that the addition of the oral presentation measurement greatly assists in evaluating this SLO. This assignment on which this artifact (oral presentation) is based continues to be developed to ensure it meets both necessary learning goals and remains a quality indicator for this learning objective.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The Capstone Course continues 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 as it corresponds to fundamental learning outcomes for students in the program.			

Proposed new Student Learning Outcome 4 (Art Education Concentration Only)

Student Learning Outcome	Demonstrate proficiency in methods of art education		
Measurement Instrument 1	DIRECT MEASURE OF STUDENT LEARNING: Praxis II Scores / Pass Rate Art education students are required to take the Praxis II examination during their senior year. Once completed, these scores are collected by the Department 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	Insert the actual percentage
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Assessment Rubric: Student Learning Outcome 1

Student Outcome 1: Demonstrate proficiency with the use of the elements and principles of art and design through creating visual art works.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient
Implement elements and principles of design to strengthen the overall compositions.	<ul style="list-style-type: none"> - Basic understanding of elements and principles of design. - Limited application; compositions may lack balance and coherence. - Use of color, line, shape, space, and texture is rudimentary and often inconsistent. 	<ul style="list-style-type: none"> - Moderate understanding and application of design principles. - Compositions show some balance and cohesion, though may still be inconsistent. - Elements such as color, line, shape, space, and texture are used more effectively but may lack refinement. 	<ul style="list-style-type: none"> - Solid understanding and skillful application of design elements and principles. - Compositions are balanced, cohesive, and demonstrate a clear understanding of how elements work together. - Effective and intentional use of color, line, shape, space, and texture enhances the overall design.
Demonstrate clear, intended conceptual ideas through visual works of art created.	<ul style="list-style-type: none"> -Conceptual ideas are vague or unclear. - Limited or no evidence of intended message or theme. - Visual works lack depth and struggle to communicate concepts effectively. 	<ul style="list-style-type: none"> -Conceptual ideas are somewhat clear and intentional. - Some evidence of intended message or theme. - Visual works convey concepts, but with moderate clarity and depth. 	<ul style="list-style-type: none"> - Conceptual ideas are clear and well-developed. - Strong evidence of intended message or theme. - Visual works effectively communicate concepts with good clarity and depth.

Assessment Rubric: Student Learning Outcome 2

Student Outcome 2: Demonstrate proficiency in the use of multiple art materials and techniques.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient
Demonstrate solid technical skill in chosen discipline/disciplines.	<ul style="list-style-type: none">-Demonstrates basic understanding of techniques.-Work shows minimal control and precision.-Limited use of tools and mediums.	<ul style="list-style-type: none">-Displays a good grasp of various techniques.-Work shows improved control and some precision.-Utilizes a broader range of tools and mediums.	<ul style="list-style-type: none">-Shows strong technical skills with consistent control and precision.-Demonstrates effective use of a variety of tools and mediums.-Technical execution enhances the overall quality of the work.

Assessment Rubric: Student Learning Outcome 3

Student Outcome 3: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.

Considering the outcome listed above, assess the material according to the rubric scoring guide below.

Evaluation item	Novice	Intermediate	Proficient
Write a clear and informative artist statement that relates to the body of work created.	<ul style="list-style-type: none"> -Statement is vague or unclear. -Lacks relevant information about the artist's work. -Limited connection between the statement and the body of work. 	<ul style="list-style-type: none"> -Statement is somewhat clear and informative. -Provides some relevant information about the artist's work. -Shows a basic connection between the statement and the body of work. 	<ul style="list-style-type: none"> -Statement is clear and informative. -Provides relevant and detailed information about the artist's work. -Clearly connects the statement to the body of work.
Understand and effectively communicate how the body of work fits within historic and contemporary art.	<ul style="list-style-type: none"> -Shows limited understanding of how the work fits within historic and contemporary art. -Provides minimal or no references to art history or contemporary practices. - vague and lacks depth. 	<ul style="list-style-type: none"> -Demonstrates a basic understanding of the work's place in historic and contemporary art. -Includes some references to relevant art historical and/or contemporary practices. - clear but lacks detailed connections. 	<ul style="list-style-type: none"> -Shows a strong understanding of how the work fits within historic and/or contemporary art. -Provides detailed and relevant references to art historical and/or contemporary practices. - clear and makes well-developed connections.
Present a clear and informative oral presentation that communicates the conceptual ideas and research behind the work.	<ul style="list-style-type: none"> -Presentation is unclear and difficult to follow. -Provides minimal information about the conceptual ideas and research. 	<ul style="list-style-type: none"> -Presentation is somewhat clear but may have some areas that are difficult to follow. -Provides basic information about the conceptual ideas and research. 	<ul style="list-style-type: none"> -Presentation is clear and easy to follow. -Provides detailed information about the conceptual ideas and research.

BA Visual Studies 509 (Studio Concentration)	Student Learning Outcome 1: Demonstrate proficiency with the use of the elements and principles of art and design through creating visual art works.	Student Learning Outcome 2: Demonstrate proficiency in the use of multiple art materials and techniques	Student Learning Outcome 3: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.
Introductory Studio Courses: [ART 130, ART 131, ART 140]	Introduced	Introduced	Introduced
Introductory Art History Courses: [ART 105, ART 106]	N/A	N/A	Introduced
200-level Studios: [ART 220, ART 231, ART 240, ART 243, Art 244, ART 250, ART 260, ART 270, ART 280; ANIM 210, ANIM 220, UX 220]	Reinforced / Assessed	Introduced / Reinforced / Assessed	Reinforced / Assessed
300-400 Upper-level Studios: [ART 320+, ART 330+, ART 340+, Art 341, Art 440, ART 350+, ART 360+, ART 370+, ART 380+, ANIM 310+, ANIM 320+, UX 330+, UX 340+, UX 400, UX 450]	Reinforced / Mastered / Assessed	Reinforced / Mastered / Assessed	Reinforced / Mastered / Assessed
300-400 Upper-level Art History Electives: [ART 305, ART 312, ART 313, ART 314, ART 315, ART 316, ART 325, ART 390, ART 401, ART 403, ART 405, ART 407, ART 408, ART 409, ART 410, ART 494]	N/A	N/A	Reinforced / Mastered / Assessed
Capstone course	Mastered / Assessed	Mastered / Assessed	Mastered / Assessed

BA Visual Studies 509 (Art Ed Concentration)	Student Learning Outcome 1: Demonstrate proficiency with the use of the elements and principles of art and design through creating visual art works.	Student Learning Outcome 2: Demonstrate proficiency in the use of multiple art materials and techniques	Student Learning Outcome 3: Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.	Student Learning Outcome 4: Demonstrate proficiency in methods of art education.
Introductory Studio Courses: [ART 130, ART 131, ART 140]	Introduced	Introduced	Introduced	NA
Introductory Art History Courses: [ART 105, ART 106]	N/A	N/A	Introduced	N/A
200-level Studios: [ART 220, ART 231, ART 240, ART 243, Art 244, ART 250, ART 260, ART 270, ART 280; ANIM 210, ANIM 220, UX 220]	Reinforced / Assessed	Introduced / Reinforced / Assessed	Reinforced / Assessed	N/A
300-400 Upper-level Studios: [ART 320+, ART 330+, ART 340+, Art 341, Art 440, ART 350+, ART 360+, ART 370+, ART 380+, ANIM 310+, ANIM 320+, UX 330+, UX 340+, UX 400, UX 450]	Reinforced / Mastered / Assessed	Reinforced / Mastered / Assessed	Reinforced / Mastered / Assessed	N/A
300-400 Upper-level Art History Electives: [ART 305, ART 312, ART 313, ART 314,	N/A	N/A	Reinforced / Mastered / Assessed	N/A

ART 315, ART 316, ART 325, ART 390, ART 401, ART 403, (continued next page) (continued) ART 405, ART 407, ART 408, ART 409, ART 410, ART 494				
Art Education: [ART 311, ART 411]	N/A	N/A	N/A	Introduced / Reinforced
Art Education: [ART 413, ART 432, ART 496]	N/A	N/A	N/A	Reinforced / Mastered / Assessed
Professional Education: [EDU 250, EDU 350, EDU 360, PSY 310, ELED 489, SEC 490]	N/A	N/A	N/A	Introduced / Reinforced / Mastered