

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/15/2021

Submitted by: Herminia Din, Professor of Art, Art Education, hdin@alaska.edu

Program(s) covered in this report: Art BA/BFA

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): National Association of Schools of Art and Design

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

"The study of art and design at UAA has helped develop my creative skills. Most important is developing an awareness of how art can be a significant force for social

change. In my artwork, I strive to portray multiple layers of interpretation and awareness. This process demonstrates how artists can actively engage in discussions of contemporary issues through artistic expression.”

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

The Art of Face Masks Seawolf Style: An online exhibit features 47 artwork from Art A160, A203, and A491 to explore the face mask as an art form of individual expression in response to the pandemic.

Eyes to See, Ears to Listen, Rise Resilience, Art A491 Senior Seminar Exhibition in collaboration with UAA Books of the Year: The exhibit draws attention to climate change, social and inequality issues to raise awareness through creative interpretation.

2021 UAA BFA Thesis Exhibit, Online Outreach

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

The Department of Art updated its Academic Assessment Plan in August of 2018 (v 1.5). This plan enabled us to assess our three programs: Bachelor of Arts, Art (B.A.), Bachelor of Fine Arts, Art (B.F.A.), and GER (Tier 2, Tier 3). Due to COVID, we did not assess our program during 2019-2020. This is the second time we used the updated Academic Assessment Plan to gather data. Six courses were assessed (3 per semester) and 5 faculty members involved in 2020-2021. The following is a list of those results:

B.A. Student Learning Outcomes

1. An understanding of the multiple ways in which creative thinking may be applied to a variety of intellectual, social, and professional circumstances
2. A broad knowledge of contemporary and historical contexts in the visual arts

3. Critical thinking, writing, and research skills leading to creative problem solving
- 4: Effective application of techniques, composition, and materials to express ideas through a variety of media

- BA 1: Met faculty expectations
BA 2: Met faculty expectations
BA 3: Met faculty expectations
BA 4: Exceeded faculty expectations

B.F.A. Student Learning Outcomes

1. Mastery of techniques, composition, and the use of materials to express ideas in a cohesive body of work
2. A comprehensive knowledge of contemporary and historical contexts in the visual arts
3. Critical thinking, writing, and research skills in the discovery of original approaches to creative problem solving
- 4: Effective professional skills to be a practicing artist as applied to art proposals, exhibitions, and business matters

- BFA 1: Exceeded faculty expectations
BFA 2: Exceeded faculty expectations
BFA 3: Met faculty expectations
BFA 4: Exceeded faculty expectations

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Each course instructor communicated via email at the beginning of Fall 2020 to review 2018 updated Academic Assessment Plan. An assessment worksheet was provided to collect data and gather information for the following: (1) a short description of the assignment(s) assessed; (2) a summary of overall student performance (strengths and weaknesses) related to SLOs of assignment(s); (3) address any issues that assignment(s) raised; and (4) provide suggestions for course improvement. We assessed all 4 Measures during the academic year. These Measures were indicators of student performance relative to one or more SLOs in our programs.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

The results showed our students were able to (1) communicate effectively in a variety of contexts, and formats, and in different systems of aesthetic representation; (2) integrate knowledge employing skills gained to synthesize critical judgment and personal experience in a meaningful and coherent manner, to express ideas through a variety of media, and to be knowledgeable about art

proposals, exhibitions, and business issues; (3) apply creative thinking skills to a variety of intellectual, social, and professional circumstances including creative problem solving; and (4) master techniques, composition, and the use of materials to express ideas in a cohesive body of work.

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Findings indicate we are doing a successful job in teaching all courses. Course content and assignments are aligned with SLOs. Results are consistent with the average mean in the B+/A- range. This method of assessing our students has proven to be effective. We will continue to use these criteria for assessment. We did observe an issue with students' writing ability. To address the importance of satisfactory writing skills, our faculty has incorporated writing workshops. Provisions are made for students to meet individually with faculty to provide additional help with writing mechanics. In addition to the Learning Commons, students are encouraged to seek out other resources either formal or informal (both on and off campus).

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

- 6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development

Other

No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

As mentioned above, most of our student performance met and exceeded faculty expectations. From 6 courses assessed, 203 artifacts were reviewed (165 from GER Tier 2 and 3, 26 from BA, and 12 from BFA) including a reflective/response paper, a professional art portfolio, a research project, and a BFA thesis proposal/exhibit presentation. The following lists the number of artifacts and average mean assessed from each course: M1A-ArtA160 (#69, 3.51), M1A-ArtA261 (#56, 2.86), M1A-ArtA262 (#40, 3.80), M1B-ArtA491 (#10, 3.60), M2-ArtA362 (#23, 3.30), M3-ArtA499 (#5, 4.0). This method of assessing our students has proven to be effective. We plan to continue to use these criteria for assessing our students.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their

Metric	Definition	Rationale
		degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

Art students have received MFA degrees from prestigious institutions including Alfred School of Art and Design, University of Montana, Ohio University, Rhode Island School of Design, etc. Graduates have created their own businesses in art, engaged in artist residency programs (Clay Studio of Missoula, Archie Bray Foundation for Ceramics, Studio 740, Red Lodge Clay Center, Mendocino Center for the Arts), and interned at the Anchorage Museum. Others were hired as a Commissioner (Mayors Arts Commission), Art Bank Manager (Alaska State Council on the Arts), Interim Curator of 1% Public Art (Municipality of Anchorage), Art/Marketing Director, Industrial Ceramic Designer, etc. Some serve as instructors at K-12 schools, colleges and universities.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?

The department is encouraged to investigate ways in which writing skills acquisition be made a more integral part of the course work.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

The assessment plan is sound, being both broad across multiple degrees and programs, and deep, with multiple levels of assessment of creative work.

Dean's signature: *Jenny McNulty*

Date: December 14, 2021