

2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/14/2022

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

3 programs listed last year: (1) The Art of Face Masks Seawolf Style, (2) 2021 Eyes to See, Ears to Listen, Rise Resilience, ArtA491 Books of the Year Art Exhibition, and (3) 2021 UAA BFA Thesis Exhibit, demonstrated that students are able to use art as a powerful communication tool of individual expression in response to issues including the pandemic, climate change, social and inequality, and to raise awareness through creative interpretation for professional excellence and community engagement.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **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)**

We hope a student would say that "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 as well as understanding an artist's ethical responsibility. 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."

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

The Art of Face Masks Seawolf Style: An online exhibit features 75 artwork from ArtA160, A203, and A491 to explore the facemask as an art form of individual expression in response to the pandemic.

2022 Creating Connections, Our Reality, ArtA491 Senior Seminar Exhibition in collaboration with UAA Books of the Year: The exhibit draws the all-important question of how to move towards healing and unity on a host of critical fronts in our deeply divide world.

2022 UAA BFA Thesis Exhibit

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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). Six courses (Art160, ArtA261, ArtA262, ArtA362, ArtA491, ArtA499) were assessed (3 per semester) and 5 faculty members involved in 2021-2022. 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: Met faculty expectations
- BFA 3: Met faculty expectations
- BFA 4: Exceeded faculty expectations

3. Describe your assessment process in AY22 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 2021 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.

Same as last year, we observed an issue with students' writing ability. To address the importance of satisfactory writing skills, writing workshop was offered and provisions were made for students to

meet individually with faculty to provide additional help with writing mechanics. We hope to see improvements, slow but steady, in FY22-23 assessment.

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 AY22.

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 our student performance met and exceeded faculty expectations. From 6 courses assessed, 135 artifacts reviewed (112 from GER Tier 2 and 3, 16 from BA, and 6 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, 3.07), M1A-ArtA261 (#43, 2.93), M1A-ArtA262 (#32, 3.63), M1B-ArtA491 (#4, 4.00), M2-ArtA362 (#17, 3.12), M3-ArtA499 (#2, 4.00). 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

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

- 8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. <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.
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall	Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are

Metric	Definition	Rationale
	term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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 art and design institutions. Graduates have created their own businesses in art, engaged in artist residency programs, and interned at the Anchorage Museum. Others were hired at Mayors Arts Commission, Alaska State Council on the Arts, Art/Marketing Director, Graphic Designer and some serve as instructors at K-12 schools, colleges and universities, community agencies and others.

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_oaa@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? (750 characters or less)

Following up on the comments regarding successes in Assessment (below), it follows that the department could continue to elaborate further on its rubric and assessment processes in evaluating the courses in question (and possibly other courses as well). Question 3 seems to establish a process to some degree but question 4 could offer more reflection on the findings.

The department is encouraged to examine its curriculum with regard to the studio areas that are offered. What impact does having a wide variety of areas have on student success?

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

The update of their assessment plan from 2018 has given the department a framework for analysis of the efficacy of certain courses in meeting SLOs, and therefore in framing their success. The program excels in promoting art as a mode of communication on important social topics and is commended for giving students the opportunity for public display of their artwork.

Dean's signature:

Jenny McNulty

Date: 1/9/2023