

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****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

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.

- 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.**

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)

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