

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/10/2023

Assessment Plan covered in the report: Art BA/BFA

College: College of Arts and Sciences

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

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

After responding to the questions below, 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.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

The Department of Art used its Academic Assessment Plan created in August of 2018 (v 1.5) to assess this year's program. 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. However, an updated Academic Assessment Plan (v2.0) was approved by OAA/ACC in late April 2023, and it will be used for AY24 and forward.

The following is a list of learning outcomes and 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

2. Describe your assessment process in AY23 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. (1000 words or less)

Communicated with each course instructor via email at the beginning of Fall 2022 to review 2018 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.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words 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.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Findings indicate we are doing a successful job in teaching all courses in the program. Course content and assignments are aligned with SLOs both in BA and BFA program. Results are consistent with the average mean in the B+/A- range. This method of assessing our program has proven to be effective. We will continue to use these criteria for assessment. However, we continually noticed issues in students' writing ability. To address the importance of satisfactory writing skills, several in-class writing workshops were offered, provisions were made for students to meet individually with faculty, and/or to schedule an appointment at UAA Writing Center for additional help with writing mechanics. We hope to see improvements, slow but steady, in FY23-24 assessment.

5. 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 AY23. *(If no options above were selected)*

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

6. 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. (1000 words or less)

As mentioned above, most our student performance met and exceeded faculty expectations. From 5 courses assessed, 137 artifacts reviewed (119 from GER Tier 2 and 3, 9 from BA, and 9 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 (#71, 3.24), M1A-ArtA261 (#48, 3.38), M1B-ArtA491 (#4, 4.00), M2-ArtA362 (#12, 3.75), M3-ArtA499 (#2, 4.00). In ArtA491 and ArtA499 course, we are able to assess students' art portfolio, which is a cumulative collection of each students' art work from various studio classes. This method of assessing our students has proven to be effective. Hence, our Academic Assessment Plan did not plan to assess individual studio courses. We have also updated our 2018 Academic Assessment Plan in April 2023 and approved by OAA/AAC, we plan to use the updated plan (v2.0) for assessing our students for AY24 and forward.

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 uag_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? (200 words or less)

I would like the program to think more about contemporary contexts in the visual arts, as per SL2. What does this look like, what is the balance with historical contexts, what do our partnerships help us with? The program could also consider assessing 1-2 outcomes per biennial report (as long as all are assessed within a 7-year cycle.)

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

I applaud them for their assessment of both programs in an efficient manner. The process is solid and draws on a number of different courses and artifacts. I especially appreciate their focus on developing writing skills.

Dean's signature:

Jenny McNulty

Date: 1/12/2024