Assessment Report

Assessment Activities

Report timeframe:
2014–15, 2015–16

Assessment activities by learning outcome:

Learning Outcomes:

A BFA graduate will be able to...

1. demonstrate an acquired broad aesthetic based in historical and contemporary arts and visual literacy, enhancing comprehension and meaning of artwork in relationship to its audience. [Strategic Goals 1 and 2]

2. possess a high level of dexterity and technique in a variety of media and materials, with an emphasis on mastery of one, in order to more effectively express artwork to its audience. [Strategic Goal 1]

3. demonstrate preparedness for professional practices, working environments, and advanced art education (such as graduate studies) in order to be effective employees, exhibitors, and continuing student. [Strategic Goals 1 and 3]

4. exhibit exemplary conceptual creativity in the processes of:
   a. making visual artworks that speaks to the audience.
   b. generating verbal critique of their work and the work of others.
   c. writing critically about their work and the work of others. [Strategic Goal 1 and 3]

Core Concepts (Pre and Post-Evaluation):

Incoming freshman take a Core Concepts Pre-Evaluation in ART 100, which assesses a broad range of knowledge, including art history, visual literacy, materials, processes, theory, and criticism. The exam is re-administered (Post-Evaluation) to seniors in ART 485 Art Seminar (LO1 & LO3).

Mid-Program Review:
Halfway through the BFA program (roughly 30–32 credits into the program—this usually takes place in the student’s sophomore/junior year), students are required to participate in an important milestone, the Mid-Program Review. A committee assesses the following artifacts: 1) representative body of artwork from a variety of courses (LO2 and LO3; 2) artist statement (LO3); 3) résumé (LO3); and 4) student’s oral presentation of work (LO1, LO3, & LO4), and give students appropriate feedback.

Exit Survey:
The Art Department obtains feedback on the quality of the curriculum, instruction, facilities, the appropriateness of the program objectives, and culture of inclusion. Given during ART 485, Art Seminar, this survey gives students the opportunity to evaluate the department and their overall education (LO1, LO2, LO3, & LO4).

Alumni Survey:
Electronic survey is sent to alumni who have graduated one year and five years prior to
the current academic year. The survey asks former students to evaluate what they have learned through the process of earning a degree in Art and assess their preparation for entering the workforce as an artists or graduate studies. In addition, alumni are asked to update the department with their current work position and contact information (LO3 & LO4).

Assessment activities engaged in during this report’s timeframe:
Core Concepts (Pre and Post-Evaluation):
This evaluation was created and commenced in Fall 2014 with the pre-evaluation. We will not have viable post-evaluation data until Fall 2017, when we can evaluate pre and post results.
Mid-Program Review:
This review was tested in the Spring of 2016 and is slated to be fully implemented in the Fall of 2016.
Exit Survey:
This has been administered at the end of every semester.

Internal/external stakeholder engagement:
Assessment processes:
The Art Department feels it important to gather and understand both internal and external perspectives when creating assessment processes. The Art faculty all participate in the assessment processes in place and participate in enhancing the tools in place. Alumni and friends also provide vital feedback on our current programs, where to improve them, and how to move them forward.
Out-of-classroom learning experiences:
Faculty facilitate many field trips, on-site demos and presentations, internship opportunities, and community engagement. Our external community and network help facilitate many of these experiences. They help enhance student learning and broaden students’ understanding of art making.
Learning outcome:
This is evident by the assessment tools currently in place. We ask both current students and alumni of our programs to provide us with feedback on how we did.

Out-of-classroom learning experiences assessment relative to measured learning outcomes:
Most out-of-classroom learning experiences occur as part of a structured system, be it a course, internship, or community engagement. These all have assessment mechanisms already set in place that trickle back to us through our formal assessment tools.

Changes to program learning outcomes, evaluation methods, or changes in linkage to UWRF strategic goals and initiatives (attach new assessment plan if needed):
No major changes have occurred since inception. We are still rolling out the current plan. Therefore, there are no changes to report at this time.

Discuss the status of the action plans presented in the prior assessment report:
There was no Assessment Report filed in the 2013–14.
Assessment Activity Results

Summary findings of direct assessment performance/evaluation for each program’s learning outcome:

Core Concepts (Pre and Post-Evaluation):
No finding to report as we have yet to performed a post-evaluation—anticipated in 2016.

Mid-Program Review (BFA):
The test run in the 2016 Spring Semester had all participants pass.

Exit Survey (BFA):
94% of respondents agree or strongly agree that they demonstrate an acquired broad aesthetic based in historical and contemporary arts and visual literacy.  
88% of respondents agree or strongly agree they possess a high level of dexterity and technique in a variety of media and materials.  
63% of respondents agree or strongly agree they demonstrate preparedness for professional practices, working environments, and advanced art education, such as graduate studies.  
100% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of making visual artworks.  
100% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of offering verbal critique of student work and the work of others.  
69% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of offering written critique of student’s work and work of others.  
85% of responses on the BFA Exit Survey fell in the Agree or Strongly Agree categories on a five option scale, with strongly agree as most favorable).  

Exit Survey (BS):
100% of respondents agree or strongly agree that they demonstrate an acquired broad aesthetic based in historical and contemporary arts and visual literacy.  
100% of respondents agree or strongly agree they possess a high level of dexterity and technique in a variety of media and materials.  
75% of respondents agree or strongly agree they demonstrate preparedness for a broad variety of professional practices and working environments.  
88% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of making visual artworks.  
88% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of offering verbal critique of student work and the work of others.  
75% of respondents agree or strongly agree they are able to exhibit exemplary conceptual creativity in the processes of offering written critique of student's work and work of others.  
87.5% of responses on the BS Exit Survey fell in the Agree or Strongly Agree categories on a five option scale, with strongly agree as most favorable).  

Indirect findings from student, alumni, employer, and/or other external stakeholders:
We currently do not have alumni survey results. Exit survey results are provided above.
Discuss the significance of the findings relative to program and/or external stakeholder expectations. Program are to be specific in discussing were performance is or is not meeting program expectations and clearly identify actions that will be taken to close performance gaps:

Our combined programs report an 86% agree or strongly agree to meeting program objectives. This is significant but still leaves room for improvement as only 38.5% strongly agree versus 47.9% agree. An area of concern across the board is student’s ability to communicate through written formats. BFA students also claim the need for more preparation for professional practices, working environments, and advanced art education, such as graduate studies. This is concerning as one of the BFA’s objectives is preparation for the future and an emphasis is already placed on this. In 2016 and again planned for 2017, the department will participate in the American Craft Show in St. Paul. This was an excellent opportunity for students to experience the business side of creativity, often where they get the jitters. As this opportunity will not last forever, the department is looking into other ways to incorporate and emphasize preparation after graduation.

Identify specific actions with change/implementation time frames, accountability assignments, and review time frames. In addition to direct course-embedded and indirect assessment, actions should also address out-of-classroom learning, links to UWRF strategic goals and initiatives, and addressing external professional stakeholder needs as relevant.

Our assessment tools need to go digital. This will enhance the process and increase our participation rates. It’s not anticipated that any new tools will be brought into the assessment fold but rather enhance the current tools, many of which need to be modified or updated.

Core Concepts (Pre and Post-Evaluation):
This tool’s questions need to better align with program objectives. Post-Evaluation still needs implementation. Waiting on Pre-Evaluation assessment group to graduate.

Mid-Program Review:
Has been slowly being created and implemented. The goal is to have it fully functional and implemented by Spring 2017. Committee has been formed to achieve this.

Obtaining assessment report findings and action initiatives:
Internal and external stakeholders can obtain assessment report findings and action initiatives by asking the Art Department Chair or a copy.

Action Plans

Discuss how the actions identified in the prior report were implemented, modified, or removed:
As there was no prior report under this new Assessment Report format, there is nothing to report.

Based on the results in the current assessment cycle, discuss specific actions the program will take to enhance its process for assessment of student learning in the major/option:
The art programs are constantly under departmental scrutiny to ensure our students receive contemporary instruction and are well prepared for their future endeavors. There have been many course revisions and program revisions over the past six years. It’s anticipated more will arise as the programs continue to progress. The Mid-Program
Review will help us better understand where are students are at in relationship to the programs’ learning objectives. We’ll be better able to focus specific attention to deficiencies, while increasing both faculty and student BFA quality expectations. We are starting to realize where improvement is needed and with a bit more data, will be able to make appropriate changes.

**Attachments**

*Assessment Plan [with updates/changes if made during the report cycle] is required:*

The following Assessment Plans have been emailed:

- Art - Assessment Plan.docx
- Art Ed - Assessment Plan.docx
- Art BFA - Assessment Plan.docx

*Additional support material identified by the program:*

Assessment tools are in the Assessment Plans. There are no additional materials.