Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Visual Arts and Design (DOVAD)
Academic Year of Report: 2015-2016
Date Submitted: November 15, 2016
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Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.
If the information is not current, please provide an update:

No changes needed

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If the information is not current, please provide an update:

No changes needed

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If they are not current, please provide an update:

No changes needed.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.
If the curriculum grid is not current, please provide an update:

No changes needed.

E.   Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

GenEd Assessment

With feedback from the General Education Improvement and Assessment Committee, DOVAD revised its General Education assessment procedure. Our CA courses, especially Art 1010 and art 1030 address the learning outcomes in diverse ways across sections. Student artifacts include drawing, painting, and performance as well as tests, quizzes, and writing assignments. For this reason, standardized tests or rubrics are not a useful method for measuring outcomes. In order to preserve the character of our classes, while establishing a meaningful measure of success, the committee will rate a sampling of artifacts each semester to establish success rates. The new procedure will allow the Department Assessment Committee to more accurately quantify the percentage of students meeting the threshold for each of the Creative Arts Learning Outcomes.

For each course, the committee will collect artifacts over a distribution of letter grades, and score them for the CA learning outcomes. By establishing the likelihood of meeting thresholds by letter grade we will be able to use the course grade distribution to estimate the percentage of students meeting the threshold for each learning outcome. All sections of one course will be assessed each semester on a rotating schedule. This will allow each course to be assessed once every two years.

Assessment Schedule: Fall 2016/Spring 2017: ARTH 1090, 1100

 Fall 2015: ART 1030   Fall 2017: ART 1030
Spring 2016: ART 1010   Spring 2018: ART 1010

Studio Foundations Assessment

Every 4-5 Semesters, all sections of a class are assessed, one course each semester on a rotating basis. Instructors submit 2 artifacts for each class to demonstrate specific objectives. The assessment committee rates artifacts for the relevant outcomes per curriculum grid.

ART 1040: One writing sample, one creative sample
ART 1110: One observational drawing, one expressive drawing
ART 1120: One analog project, one digital project
ART 1130: One project emphasizing form, One project emphasizing materials or content

Sample Schedule:

Spring 2016: ART 1110

Fall 2016: ART 1120
Spring 2017: ART 1130

Fall 2017: ART 1140
Spring 2018: ARTH 2040

Fall 2018: ART1040

* ARTH 1090 and ARTH 1100 are already assessed under the Gen Ed Plan

BFA and Program Assessment

Each fall and spring semester a portfolio review process is used to determine entry into the Bachelor of Fine Arts program. The evaluation form used to rank student portfolios helps faculty determine readiness for advanced and self-directed study in the various studio concentrations. This evaluation form serves a related assessment function, in that it allows DOVAD faculty to consider success with learning outcomes in foundations classes (see attached BFA Review Worksheet in Section H below).

At the end of every fall and spring semester the DOVAD faculty evaluates the work created by students enrolled in the BFA Seminar class. In addition to a verbal exchange with the students, faculty members complete assessment forms for each student. This form has been developed over time and evaluates the outcomes of the student in the areas of concept, form, and articulation (see attached BFA Seminar Assessment forms in Section H below).

At the completion of the BFA Thesis class the students are again evaluated. There is again a verbal dialog between student and faculty, as well as an assessment form completed by the DOVAD faculty members. The thesis form is the same as the BFA Seminar form, which evaluates concept, form, and articulation. The data gathered on these forms gives the department information to gauge the success of our students at the completion of the BFA Thesis course. Since these same students were assessed using the same form for BFA Seminar we also have the ability to make comparisons between student development relative to the learning outcomes in BFA Seminar and Thesis, and to therefore evaluate the BFA program more broadly. In addition to the assessment forms, images of the completed student works are collected and archived. The department plans to continue to collect, assess and archive materials for these courses.

The department's assessment committee will review the information gathered from this process annually. They will evaluate the materials and then report their findings to the entire DOVAD faculty to discuss recommendations. The Department of Visual Arts and Design believes the continuation of assessing both GenEd and both BFA courses, as well as implementing a new dedication to collecting, reviewing and archiving artifacts from a variety of studio and/or art history courses, gives us the necessary information to successfully assess our effectiveness in teaching our students.

Discipline-Specific Assessment

To further expand the amount of information available for assessment of learning with the major, DOVAD will continue annually to collect, assess and archive materials from the reviews outlined above, and has also begun to collect and archive artifacts from one of our five program areas per semester These materials are not only from a diverse range of disciplines, they also allow the department to gather data on students in various stages of their education/development. By rotating through various classes per semester we will be able to obtain evaluative artifacts from across the spectrum of courses taught in the Department of Visual Arts and Design. You can find a copy of this schedule in the appendix of this document.

A three-year schedule for these courses has been developed by the assessment committee, and will be followed by DOVAD faculty moving forward. This schedule will not only ensure a full spectrum of courses are represented each semester and year, but will also ask faculty to fairly participate in the assessment evidence collection. Each professor/instructor selected will be responsible for providing the following items to the assessment committee at the end of the semester. 10–20 images of work completed during the semester that the professor/instructor believes connect back to the learning objectives stated in the course syllabus.

      a. These images should be named using the following convention: course#_project#_001 (each image should be named sequentially)

      b. Do not include student names

2. 10 examples of quizzes, exams, papers or other kinds of written work, which the professor/instructor believes connect back to the learning objectives stated in the course syllabus

      a. These documents should be in an accessible format (Word doc, or text file)

      b. These documents should be named using the following convention: course#_writtenassignmenttypeand#_001 (each document should be named sequentially)

      c. Do not include student names

3. A PDF or Word file of the following:

      a. Course syllabus

      b. Any project/assignment descriptions/briefs which relate to the assessment evidence given

4. A one or two paragraph summary which analyzes how the artifacts/evidence collected specifically relates to the learning outcomes stated in the course syllabus

      a. Should be saved as a Word doc or PDF

      b. Should be clearly labeled as Evidence Summary Analysis

      c. Should include the course number and professor/instructor name in title of document

Each professor/instructor is responsible for organizing all these files into a folder, clearly labeled with the semester and year, the course number, and their name. At the end of the semester, the professor/instructor is also responsible for loading this organized folder onto the Assessment Collection external hard drive, which will be stored in the main department office. This hard drive will contain an organized series of folders for each semester and year. The professor/instructor is responsible for locating the appropriate folder and uploading their organized course folder into that space.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Evidence of Learning: Courses within the Major

Evidence of Learning: Courses Within Major					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
1: Possess a basic knowledge of visual culture from prehistoric to contemporary times.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Concept"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Concept" Average was 4.0	Students demonstrated a high level of competency in the area of conceptual rigor in Thesis work. Overall numbers show an improvement over previous report.	No curricular change needed, but need to maintain focus in this area during future assessment efforts.
	Measure 2: Scores for outcome 1 on ART 1040 Orientation to Visual Studies assessment.	Assessment scheduled for Fall 2018			

2: Have an awareness of the richness of cultural diversity through the study of creative work from many cultures.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Concept" and "Writing"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Concept". Average was 4.0 100% of students averaged a 3 or above for "Writing". Average was 3.8	More students met this threshold than in previous years, however the writing score is low relative to other measures.	Increased attention to developing writing skills in ART 1040 and in Thesis and Seminar courses have been implemented to address this.
	Measure 2: Scores for outcome 2 on ART 1040 Orientation to Visual Studies assessment.	Assessment scheduled for Fall 2018			
	Measure 3: Scores for CA Outcome 2 on ARTH 1090 and 1100 assessment.	Assessment scheduled for Fall 2016/Spring 2017			
3: Demonstrate advanced abilities in generating innovative solutions to traditional and non-traditional problems in 2D and 3D visual media.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Form"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Form". Average was 4.0	This is a slight improvement over previous reports.	No action needed
	Measure 2: Assessment Committee Scores for Drawing 1 (Spring 2016)	0- Unacceptable 1 – Meets Threshold 2 – Exceeds Threshold	80% of students assessed met the threshold for outcome 3.	This is a new measure, the department would like to raise this score.	Increased communication and observation of drawing instructors will be

					implemented by the Foundations Coordinator to support improvement in this area.
4: Be able to demonstrate basic competencies in drawing, photography, and digital visual media and possess the knowledge and skills to be successful in their area of emphasis.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Execution and Presentation"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Execution and Presentation" Average was 3.9.	This is a new measure. The department is pleased with this result.	No Action needed, but committee will continue to monitor this area.
	Measure 2: Assessment Committee Scores for Drawing 1 (Spring 2016)	0- Unacceptable 1 – Meets Threshold 2 – Exceeds Threshold	82% of students met this threshold.	This is a new measure. The committee is comfortable with this score.	See outcome 3 above.
5: Possess skills in oral and written communication as they pertain to the visual arts.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Writing" and "Oral Presentation"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Writing". Average was 3.8. 100% of students averaged a 3 or above for "Oral Presentation". Average was 3.9.	While writing scores were the lowest of the measured of BFA scores, they fall comfortably within an acceptable range.	No additional action needed…see notes for outcome 2.

	Measure 2: Assessment Committee Scores for CA outcome 2 for ARTH 1090 and 1110	0- Unacceptable 1 – Meets Threshold 2 – Exceeds Threshold	Assessment scheduled for Fall 2016/Spring 2017		
6: Be able to effectively do research using contemporary and traditional methods.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Writing" "Concept"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Writing". Average was 3.8. 100% of students averaged a 3 or above for "Concept" Average was 4.0	See notes above	no additional action needed.
	Measure 2: Qualitative assessment of Artifacts collected from Art History Courses	0- Unacceptable 1 – Meets Threshold 2 – Exceeds	Assessment Scheduled for Spring 2018		
7: Be able to think critically. Students should be able not only to analyze a work of art using traditional methods, but should also be able to develop thoughtful new interpretations.	Measure 1: Average of scores on BFA Thesis oral defense forms, for "Writing" and "Oral Presentation"	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	100% of students averaged a 3 or above for "Writing". Average was 3.8. 100% of students averaged a 3 or above for "Oral Presentation". Average was 3.9.	While writing scores were the lowest of the measured of BFA scores, they fall comfortably within an acceptable range.	No additional action needed…see notes for outcome 2.

8: Be able to express their personal thoughts, ideas, or emotions through visual media.	Measure 1: Average of scores on BFA Thesis oral defense forms, Average for all categories.	1 - Unacceptable, 2 - Inferior, 3 - Meets Threshold, 4 - Good, 5 – Exceptional	Average score across all categories is 3.95	These scores indicate overall improvement from previous years.	No additional action needed
	Measure 2: Qualitative Assessment of Rotating Discipline Areas	Committee Reviewed Artifacts from Spring 2016 2D Courses	The assessment committee reviewed samples of artwork across the 2D program and found them to be consistently at or above expectations for their course levels.		

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

b. Evidence of Learning: High Impact or Service Learning

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 85% of students will score 80% or better on 10 questions)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

* At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional Information (if needed)

N/A

Evidence of Learning: General Education Courses

ART 1010
Goal: This class is an introduction to all forms of visual art covering processes, language, responses (oral and written assignments that utilize art-related terminology), issues (such as patronage, feminism, or orientalism), and ways of seeing and understanding works of art. A general education course for the non-art major.

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Producing works of art and writing that show an understanding of formal principles	Instructors submit representative samples of work to the assessment committee for review – these artifacts are scored by each member of the committee and compared against overall grades.	Committee members are asked to assess quality of artifacts using this rating system. 0- Unacceptable 1 – Meets Threshold 2 – Exceeds	By applying our sample threshold ratings to the student grade distribution, we can estimate that 81% of students are meeting or exceeding the learning outcome.	This is a reasonable outcome given the scale and scope of this class.	Measure 1:

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.	Producing pieces of art that show an understanding disciplinary approaches.	Measure 1: Instructors submit representative samples of work to the assessment committee for review – these artifacts are scored by each member of the committee and compared against overall grades.	Committee members are asked to assess quality of artifacts using this rating system. 0- Unacceptable 1 – Meets Threshold 2 – Exceeds Threshold	By applying our sample threshold ratings to the student grade distribution, we can estimate that 69% of students are meeting or exceeding the learning outcome.	Cause for some concern. However, these scores tracked well with students grades – that is, most student samples failing to meet the threshold earned grades of C- or lower.	This finding will be reported back to the department chair and faculty for discussion and possible additional training for instructors.

ART 1030

Goal: A general education course for non-art majors which primarily includes a series of hands-on art experiments (such as drawing and sculpture). Class discussion draws from the disciplines of art history, art criticism, and aesthetics as guides through visual presentations. The course is for students desiring to broaden their academic background in the area of visual literacy and problem solving.

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Producing works of art and writing that show an understanding of formal principles	Instructors submit representative samples of work to the assessment committee for review – these artifacts are scored by each member of the committee and compared against overall grades.	Committee members are asked to assess quality of artifacts using this rating system. 0- Unacceptable 1 – Meets Threshold 2 – Exceeds	By applying our sample threshold ratings to the student grade distribution, we can estimate that 92% of students are meeting or exceeding the learning outcome.	This is an acceptable outcome.	Continued monitoring. The committee will continue to communicate and troubleshoot with instructors.

| Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They | Producing pieces of art and writing that show an understanding disciplinary approaches. | Instructors submit representative samples of work to the assessment committee for review – these artifacts are scored by each | Committee members are asked to assess quality of artifacts using this rating system. 0- Unacceptable 1 – Meets Threshold | By applying our sample threshold ratings to the student grade distribution, we can estimate that 97% of students are meeting or | This is an acceptable rating. | No action needed. |

will use this knowledge to analyze works of art from various traditions, time periods, and cultures.		member of the committee and compared against overall grades.	2 – Exceeds Threshold	exceeding the learning outcome.		

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

ARTH 1090
Goal: A global survey of the history of art and architecture from BC 15,000 to AD 1000. Visual art from the first artistic expressions on rocks to the art of emerging civilizations (such as Mesopotamia, Egypt, China, India, and Africa), and the monuments and small-scale artifacts of the Medieval Ages will be analyzed in its historical, social, political, and broader cultural contexts.

Next Scheduled Assessment is Fall 2016

ARTH 1100
Goal: A global survey of the history of art and architecture from AD 1000 to the present. Visual art from Gothic cathedrals and Islamic book art to Renaissance Europe and the Chinese Empire, from the Age of Enlightenment to contemporary art will be analyzed in its historical, social, political, and broader cultural contexts.

Next Scheduled Assessment is Spring 2017

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
BFA application portfolio review form (form included below*)	See BFA application form rubric.	Middle of semester—faculty complete forms during BFA application review process.	In Google Drive and On Department Assessment Hard Drive
BFA Thesis Oral Defense evaluation form (form included below**)	See oral defense form rubric.	End of semester, during Thesis Exhibition—faculty complete forms in conjunction with oral defense.	In Google Drive and On Department Assessment Hard Drive.
Image portfolios, BFA Thesis Exhibition art work	Summation of BFA study, portfolios demonstrate holistic achievement with learning outcomes.	End of semester, after installation of Thesis Exhibitions.	Electronic storage in DOVA offices.
General Education Assessment Portfolio	Gen Ed CA Outcomes 1 & 2	Instructors send artifacts to Assessment Chair on the following Schedule Spring 2016: ART 1010 Fall 2016/Spring 2017: ARTH 1090, 1100 Fall 2017: ART 1030 Spring 2018: ART 1010	In Google Drive and On Department Assessment Hard Drive
Assessment evidence from Foundations Courses	Various DOVA learning outcomes, specific to courses and student levels	Instructors send artifacts on the following Schedule Spring 2016: ART 1110 Fall 2016: ART 1120 Spring 2017: ART 1130 Fall 2017: ART 1140 Spring 2018: ARTH 2040	In Google Drive and On Department Assessment Hard Drive.

Assessment evidence from disciplinary areas	Various DOVA learning outcomes, specific to courses and student levels	Instructors send artifacts to on following Schedule Fall 2015: Art History Spring 2016: 2D area Fall 2016: Photo Area Spring 2017: 3D Area Fall 2017: Design Area Spring 2018: Evaluation	In Google Drive and On Department Assessment Hard Drive.

H. Summary Information (as needed)

Assessment Overview

Gen Ed

Sample Schedule:

Fall 2015: ART 1030
Spring 2016: ART 1010

Fall 2016/Spring 2017: ARTH 1090, 1100

Fall 2017: ART 1030
Spring 2018: ART 1010

* A sample of artifacts will be collected from each section of the course being evaluated that semester.
* The assessment committee will provide quick ratings of these artifacts based on the Creative Arts learning outcomes

Foundations

Sample Schedule:

Fall 2015: ART 1040
Spring 2016: ART 1110

Fall 2016: ART 1120
Spring 2017: ART 1130

Fall 2017: ART 1140
Spring 2018: ARTH 2040

* Collection/Assessment like Gen Ed

General Department

Sample Schedule:

Fall 2015: Art History
Spring 2016: 2D area

Fall 2016: Photo Area
Spring 2017: 3D Area

Fall 2017: Design Area
Spring 2018: Evaluation

* In an area's semester, collect artifacts from 2-3 three courses. Distribute over as many faculty as possible.
* Assess/Evaluate artifacts every three years

BFA Assessment forms:

BFA Thesis Assessment

Please submit this form for each of the applicants below. Links will open in a new window. Once each form is completed, you will be prompted to submit a new form for the next applicant.

Your email address (**mollymorin@weber.edu**) will be recorded when you submit this form. Not **mollymorin**? <u>Sign out</u>
* Required

Applicant *
Choose the applicant you are reviewing from the list.

[dropdown]

Defense Assessment

Please rate the following based on your assessment of the above student's artwork and presentation. Use these guidelines as a reference.

1 - Unacceptable
2 - Inferior but meets minimum requirements
3 - Acceptable
4 - Good
5 - Exceptional

Artwork

Form *
Visual organization in support of aesthetic objectives, including color, space, proportion, etc.

	1	2	3	4	5	
Unacceptable	○	○	○	○	○	Exceptional

Concept *
Idea development, originality, clarity, relevance (to contemporary issues)

	1	2	3	4	5	
Unacceptable	○	○	○	○	○	Exceptional

Execution and Presentation *
material, processes, appropriate installation presentation of work, etc.

	1	2	3	4	5	
Unacceptable	○	○	○	○	○	Exceptional

23

Articulation

organization of ideas, articulate and persuasive arguments, appropriately sophisticated and relevant thoughts

Writing *
organization, relevance, writing mechanics

	1	2	3	4	5	
Unacceptable	○	○	○	○	○	Exceptional

Oral Presentation
organization and preparation, thoughful and appropriate responses to questions

	1	2	3	4	5	
Unacceptable	○	○	○	○	○	Exceptional

Comments

To revise later...

Spring 2016 BFA Application Reviews

Please submit this form for each of the applicants below. Your responses will be anonymous and reported as aggregate data during our BFA Application meeting. Applications are at http://weber-edu-dova.org/dova/?page_id=866 (opens in a new page).
Choose email my responses at the end of the form to revise your responses at a later time

Your email address (**mollymorin@weber.edu**) will be recorded when you submit this form. Not **mollymorin**? Sign out
* Required

Portfolio Review

Please rate the following based on your assessment of each student's BFA application. Use these guidelines as a reference as you review the portfolio.

1 - Unacceptable: portfolio shows no competency in this area
2 - Not ready: some evidence of understanding, but not enough to support admission into the BFA
3 - Borderline: some competency in this area, may support admission into BFA with reservations
4 - Good: portfolio shows good competency in this area, enough to recommend for BFA
5 - Exceptional: portfolio reflects a student likely to be very successful in the BFA

Applicant *
Choose the applicant you are reviewing from the list.
[_____ ▼]

Form *
Visual organization in support of aesthetic objectives, including color, space, proportion, etc.

      1   2   3   4   5
Unacceptable ○ ○ ○ ○ ○ Exceptional

Concept *
Idea development, originality, clarity, relevance (to contemporary issues)

      1   2   3   4   5
Unacceptable ○ ○ ○ ○ ○ Exceptional

Excecution and Presentation *
material, processes, appropriate presentation of work, etc.

      1   2   3   4   5
Unacceptable ○ ○ ○ ○ ○ Exceptional

Writing *
organization of ideas, articulate and persuasive arguments, appropriately sophisticated and relevant thoughts, writing mechanics

      1   2   3   4   5
Unacceptable ○ ○ ○ ○ ○ Exceptional

Comments
Please provide feedback for students regarding future improvement and notes that will inform our

25

Gen Ed Assessment Form

DOVAD Assessment for Gen Ed Creative Arts Courses

Instructor Name: _____

Course Number and CRN: _____ # of Students:_____

Outcome 1 artifacts
Students will create works of art and/or increase their understanding of creative processes in writing or visual arts.

How does the assignment demonstrate the above outcome?
ex. Students demonstrated knowledge of perspective drawing by creating a rendering of the classroom.

How many students received each grade?
100-90% (A- or better) _____   79-70% (C- or better) _____   59% or below (E) _____
89-80% (B- or better) _____   69-60% (D- or better) _____

Outcome 2 artifacts   *disciplines. They will use this knowledge to*
Students will demonstrate knowledge of key   *analyze works of art from various traditions,*
themes, concepts, issues, terminology and   *time periods, and cultures.*
ethical standards employed in creative arts
How does the assignment demonstrate the above outcome?
ex: (1) Students showed understanding of historical movements by correctly artworks with their appropriate movement. (2)
Students demonstrated knowledge of hierarchy in the composition of a collage.

How many students received each grade?

100-90% (A- or better) _____   79-70% (C- or better) _____   59% or below (E) _____
89-80% (B- or better) _____   69-60% (D- or better) _____

DOVAD Assessment for Gen Ed Creative Arts Courses

Instruction Page

Creative Arts Learning Outcomes

1. Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.
2. Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

For each outcome:
Select one assignment that demonstrates this outcome and submit one artifact for each grade range as available. Please choose the student work earning the lowest score within that range. Ranges: 100-90% (A- or better) , 89-80% (B- or better), 79-70% (C- or better), 69-60% (D- or better), 59% or below (E).

Artifacts may be digital images of artwork, scans of written tests, or word documents that include short writing samples. Within each outcome, the all artifacts should be of the same type.

1. Label images and documents as follows:
   CourseNumber_Semester_OutcomeNumber_NumberGrade
      i. example: ARTS1030_Fall2015_1_91.jpg

2. Put images in a folder with your name and course number on it.

3. Write a short description of how the assignment demonstrates the outcome on the following page.

4. Tally the number of students earning each grade-range on the following page

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	2
Full-time Non-Tenured (includes tenure-track)	
Part-time	
With Master's Degrees	
Full-time Tenured	5
Full-time Non-Tenured	7
Part-time	20
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	5
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	

Total Headcount Faculty	
Full-time Tenured	9
Full-time Non-tenured	5
Part-time	25

Please respond to the following questions.

Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

[To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).]

While we still see opportunities for growth, we were pleased to see that many assessment areas have improved over our previous assessment. With the implementation of new curricular initiatives and greatly increased assessment at the Foundations (core curriculum) level, we hope to continue the trend of improving students' writing and oral presentation scores earlier on in their coursework. Our assessment metrics have improved significantly over our last report, particularly within our Gen Ed s and core curriculum, and we look forward to using these measures to identify new opportunities for improvement.

Finally, the committee noticed some variation in performance between sections of the same course in some lower-division courses that it would like to see improved. We expect that new assessment measures, a more engaged assessment committee, and continued improvement in communication with instructors will help to address this.

With whom did you share the results of the year's assessment efforts?

We have shared the results with the Arts and Humanities Dean, Scott Sprenger, and plan to share these results with all DOVA affiliated faculty and instructors.

Based on your program's assessment findings, what subsequent action will your program take?

We will continue with our plan of assessment and evidence collection for the BFA program entry and exit. We will continue to collect assessment evidence from our GenEd courses and instructors using our new process. We will continue to collect assessment evidence from a rotating schedule of Foundations, Gen Ed, and Discipline-specific courses following the schedules included in this report.

We have begun to address areas for improvement in writing and consistency across course sections and we will continue to monitor these areas. To improve these communications, the assessment committee has appointed assessment coordinators for each area: Gen Ed, Foundations and Discipline-Specific assessment. This will allow instructors more contact and communication with the larger assessment structure and will allow coordinators to become well versed in their assessment areas.

We will pay close attention to ART 1010 courses and explore means for supporting instructors in improving outcomes.