

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Visual Arts and Design (DOVAD)  
Academic Year of Report: 2016-2017  
Date Submitted: November 15, 2017  
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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:

Three foundations classes have changed in name but include similar content. The curriculum grid requires the following revisions:

- 1) - ART 1120 Design 2D becomes ART 1120 Design Concepts
- 2) - ART 1130 Design 3D becomes ART 1130 Approaches to Surface, Shape and Form
- 3) - ART 1140 Color Theory becomes ART 1135 Approaches to Materials, Space and Time.

### **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 2015: ART 1030  
Spring 2016: ART 1010

Fall 2016/Spring 2017: ARTH 1090, 1100

Fall 2017: ART 1030  
Spring 2018: ART 1010

## **Studio Foundations Assessment**

The method used for the assessments in this report is as follows\*:

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

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

\*This assessment method is currently being reworked by the assessment committee. A description of the new method and justification for reworking the existing system is provided in addendum 1 of this document.

### **BFA and Program Assessment**

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.

### **Department-wide Assessment**

The current department assessment method is being reworked by the assessment committee. A description of the new method and justification for reworking the existing system is provided in addendum 1 of this document.

### **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	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				

Evidence of Learning: Courses Within Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
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.	Measure 1:  80% of students will demonstrate improvement on this outcome	Measure 1:  <b>2017:</b> <i>correct answers from a sample of 62 students</i> Q2: 88% Q5: 94% Q26: 39% Q68: 97% Q74: 83%  <b>2014:</b> <i>correct answers from a sample of 69 students</i> Q54: 98% Q60: 98% Q72: 68% Q74: 90% Q85: 89%	Measure 1:  While students scored well on about 80% of the audit questions, Q26, 2017 and Q72, 2014 were lower than desired.  Both of these questions included challenging terminology, and outcomes could be improved with more careful reading and additional review  Q72 also included an image ID	Measure 1:  Improvements mentioned above will be used to address this concern
3: Demonstrate advanced abilities in generating innovative solutions to traditional and non-traditional problems in 2D and	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

3D visual media.					
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 I (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	Measure 1:  <b>2017:</b> correct answers from a sample of 62 students Q2: 88% Q5: 94% Q26: 39% Q68: 97% Q74: 83%  <b>2014:</b> correct answers from a sample of 69 students Q54: 98%	Measure 1:  While students scored well on about 80% of the audit questions, Q26, 2017 and Q72, 2014 were lower than desired.  Both of these questions included challenging terminology, and outcomes could be improved with more	Measure 1:  Improvements mentioned above will be used to address this concern



			Q60: 98% Q72: 68% Q74: 90% Q85: 89%	careful reading and additional review  Q72 also included an image ID	
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

\*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	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
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

Course\_\_ARTH 1090

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.	Learning Outcome 1.  Learning terminology and formal properties of art and architecture from Prehistory - AD 1000	Measure 1:  The committee selected 5 representational questions from exam 1 for this course. Questions addressed forms, ways of making, and terminology for historical examples.	Measure 1:  80% of students will demonstrate improvement on this outcome	Measure 1:  <b>2017:</b> <i>correct answers from a sample of 63 students</i> Q28: 42% Q48: 95% Q50: 97% Q103: 83% Q107: 94%  <b>2014:</b> <i>correct answers from a sample of 66 students</i> Q20: 71% Q23: 100% Q42: 95% Q55: 97% Q79: 78%	Measure 1:  While students scored well on about 80% of the audit questions, Q28, 2017 and Q20 & 79, 2014 were lower than desired.  Q28 & 20 included challenging terminology, and outcomes could be improved with more careful reading and additional review  Q79 Included a visual identification, which students often find challenging	Measure 1:  These finding have been discussed with the primary course instructor, who will encourage students to write a terminology list and utilize the glossary of the text, they will provide increased review time for this list.  There will also be an additional practice session for slide identification.
		Measure 2:  Quizzes, Exams and Essay Questions	Measure 2:  80% of students will score 70% or better	Measure 2:  <b>2017</b> 95% of students scored 70%(C-) or better  <b>2014</b> 89% of students	Measure 2:  <b>2017</b> Overall students are performing well in this area.  <b>2014</b> Overall students are	Measure 2:  <b>2017</b> No actions needed.  <b>2014</b> No actions needed.

<b>Gen Ed Learning Goal</b> Students will:	<b>Measurable Learning Outcome</b> Students will demonstrate their understanding by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
				scored 70% (C-) or better.	performing well in this area.	

<b>GE Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measure.</b>	<b>Threshold</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Action Plan</b>
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.	Learning Outcome 2:  Understanding the importance of the cultural context in which a work is made.	Measure 1:  The committee selected 5 representational questions from exam 1 for this course. Questions addressed time periods, identifiable styles, and cultural purposes for works.	Measure 1:  80% of students will demonstrate improvement on this outcome	Measure 1:  <i>2017: correct answers from a sample of 62 students</i> Q2: 88% Q5: 94% Q26: 39% Q68: 97% Q74: 83%  <i>2014: correct answers from a sample of 69 students</i> Q54: 98% Q60: 98% Q72: 68% Q74: 90% Q85: 89%	Measure 1:  While students scored well on about 80% of the audit questions, Q26, 2017 and Q72, 2014 were lower than desired.  Both of these questions included challenging terminology, and outcomes could be improved with more careful reading and additional review  Q72 also included an image ID	Measure 1:  Improvements mentioned above will be used to address this concern

		Measure 2:  Quizzes, Exams and Essay Questions	Measure 2:  80% of students will score 70% or better	Measure 2:  <b>2017</b> 95% of students scored 70%(C-) or better  <b>2014</b> 89% of students scored 70% (C-) or better.	Measure 2:  <b>2017</b> Overall students are performing well in this area.  <b>2014</b> Overall students are performing well in this area.	Measure 2:  <b>2017</b> No actions needed.  <b>2014</b> No actions needed.
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\*At least one measure per objective must be a direct measure.

Course\_\_ARTH 1100

<b>Gen Ed Learning Goal</b> Students will:	<b>Measurable Learning Outcome</b> Students will demonstrate their understanding by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>

<b>Gen Ed Learning Goal</b> Students will:	<b>Measurable Learning Outcome</b> Students will demonstrate their understanding by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Learning Outcome 1.  Learning terminology and formal properties of art and architecture from AD 1000 - Present	<p>Measure 1:</p> <p>The committee selected 5 representational questions from exam 1 for this course. Questions addressed forms, ways of making, and terminology for historical examples.</p>	<p>Measure 1:</p> <p>80% of students will demonstrate improvement on this outcome</p>	<p>Measure 1:</p> <p><b>2017:</b> <i>correct answers from a sample of 62 students</i> Q37: 89% Q40: 18% Q47: 95% Q57: 91% Q71: 98%</p> <p><b>2014:</b> <i>correct answers from a sample of 69 students</i> Q3: 52% Q28: 99% Q29: 82% Q40: 91% Q79: 93%</p>	<p>Measure 1:</p> <p>While students scored well on about 80% of the audit questions, Q40, 2017 and Q3, 2014 were lower than desired.</p> <p>Both of these questions included challenging terminology, and outcomes could be improved with more careful reading and additional review</p>	<p>Measure 1:</p> <p>These finding have been discussed with the primary course instructor, who will encourage students to write a terminology list and utilize the glossary of the text, they will provide increased review time for this list.</p>
		<p>Measure 2:</p> <p>Quizzes, Exams and Essay Questions</p>	<p>Measure 2:</p> <p>80% of students will score 70% or better</p>	<p>Measure 2:</p> <p><b>2017</b> 94% of students scored 70%(C-) or better</p> <p><b>2014</b> 93% of students scored 70% (C-) or better.</p>	<p>Measure 2:</p> <p><b>2017</b> Overall students are performing well in this area.</p> <p><b>2014</b> Overall students are performing well in this area.</p>	<p>Measure 2:</p> <p><b>2017</b> No actions needed.</p> <p><b>2014</b> No actions needed.</p>

<b>GE Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measure.</b>	<b>Threshold</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Action Plan</b>
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.	Learning Outcome 2:  Understanding the importance of the cultural context in which a work is made.	Measure 1:  The committee selected 5 representational questions from exam 1 for this course. Questions addressed time periods, identifiable styles, and cultural purposes for works.	Measure 1:  80% of students will demonstrate improvement on this outcome	Measure 1:  <b>2017:</b> <i>correct answers from a sample of 62 students</i> Q35: 85% Q36: 95% Q38: 90% Q53: 47% Q84: 98 %  <b>2014:</b> <i>correct answers from a sample of 69 students</i> Q13: 98% Q20: 98% Q45: 68% Q73: 90% Q126: 89%	Measure 1:  While students scored well on about 80% of the audit questions, Q53, 2017 was lower than desired.  Q53 included an image ID and difficult terminology	Measure 1:  In addition to the improvements mentioned above, instructors will offer opportunities to practice image IDs in class.
		Measure 2:  Quizzes, Exams and Essay Questions	Measure 2:  80% of students will score 70% or better	Measure 2:  <b>2017</b> 94% of students scored 70%(C-) or better  <b>2014</b> 93% of students scored 70% (C-) or better.	Measure 2:  <b>2017</b> Overall students are performing well in this area.  <b>2014</b> Overall students are performing well in this area.	Measure 2:  <b>2017</b> No actions needed.  <b>2014</b> No actions needed.

\*At least one measure per objective must be a direct measure.

### 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)

N/A



## 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](mailto:mollymorin@weber.edu)) will be recorded when you submit this form. Not [mollymorin?](#) [Sign out](#)  
**\* Required**

#### Applicant \*

Choose the applicant you are reviewing from the list.

### 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

### 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, thoughtful 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/dova/?page\\_id=866](http://weber.edu/dova/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](mailto: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

### Execution 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

# 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

*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 tradition. time periods, and cultures.*

How does the assignment demonstrate the above outcome?

*ex: (1) Students showed understanding of historical movements by correctly artworks with the 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.

<b>Faculty</b>	
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	2
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
<b>Total Headcount Faculty</b>	
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.

**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.

## **Addendum 1**

The DOVAD Assessment Committee with the oversight of Gail Niklason (OIE) will be making some changes to augment the work that was previously done to update and improve the assessment process. The changes will mostly be made to allow assessment data to be automatically gathered through Canvas. This will take some time to implement but overall it will make the entire process easier and more consistent.

Through the work of the assessment committee and with the help of the faculty members of the department these changes will be made over the course of the next three semesters and will be launched department-wide in the spring of 2019.

### **PHASE I- FALL 2017 DOVAD LEARNING OUTCOMES REVISION**

DOVAD learning outcomes and curriculum grids are in need of revision.

This semester, fall 2017, we will be evaluating and refining the department's existing learning outcomes to make sure they align with the vision we have for our graduating students. To understand this vision we have tasked each area within the department to provide an overview of the skills and knowledge that a student from their area would possess upon graduating. New Learning Outcomes for DOVAD will be drafted and approved based on this input from the various areas.

### **PHASE II- SPRING 2018 CURRICULUM MAP, CANVAS RUBRICS, PILOT TEAM FORMED**

The outcomes will then be mapped onto an updated Curriculum Grid for all DOVAD courses. The committee will work with the OIE to create a set of general art/design based outcomes. These outcomes will be used in Canvas to help instructors create rubrics that can be used on various assignments to measure student's aptitude and understanding in relation to the learning outcomes. The rubrics will work on a simple 3-point (not met, met, exceeded) basis to assess our student success in relation to the learning outcomes.

A pilot group of faculty members (from each area of our program) will be selected to test implementation of the Canvas-based data gathering in the fall semester of 2018.

### **PHASE III- FALL 2018, SPRING 2019 PILOT AND DEPARTMENTAL IMPLEMENTATION**

The pilot group will test the new system of assessment data, and work with Committee and OIE to suggest modifications during the Fall 2018 semester.

The entire DOVAD faculty will then implement the system in Spring 2019 semester. We anticipate being able to use these outcomes and their corresponding rubrics consistently in all classes so that we can consistently collect data for the foreseeable future. This will eliminate the need to have a rotating schedule for assessment, and will provide more data. OIE will collect and organize the data, providing it to the DOVAD Assessment Committee for annual reports.