

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Department of Visual Art and Design
Academic Year of Report: 2021/22 (covering Summer 2020 through Spring 2022)
Date Submitted: November 15, 2022
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

Information is current; no changes required.

Update if not current:

B. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

Information is current; no changes required.

Update if not current:

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

Information is current; no changes required.

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

D. Program and Contact Information

Information is current; no changes required.

Update if not current:

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

___ **Information is current; no changes required.**

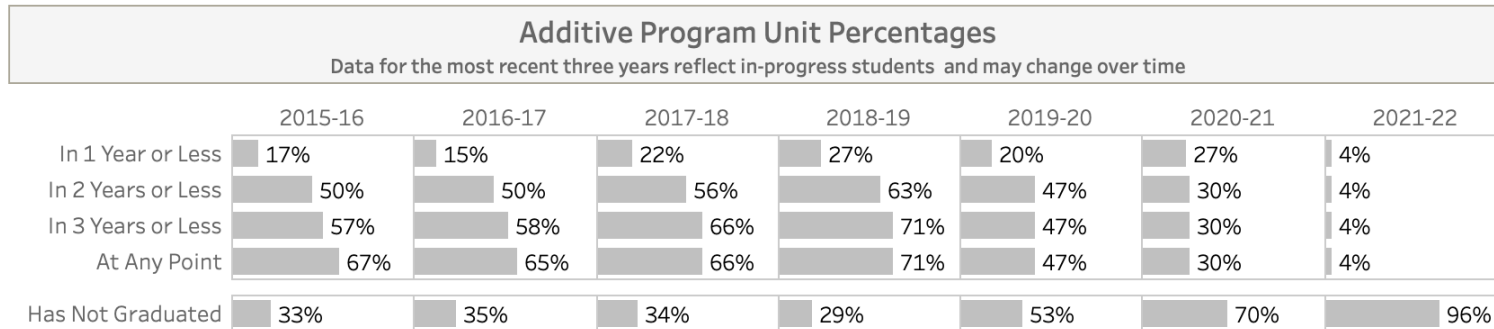
Update if not current:

DOVAD's new assessment plan implemented 2020-2022 addresses the totality of the effectiveness of our program through an updated curriculum grid that measures stages of student development with a focus on assessing student learning outcomes as opposed to an emphasis on courses. We aim to have all of DOVAD's courses assessed by every instructor each semester moving forward. This new system will help generate a greater understanding of evidence of learning to improve our interpretation of program needs and greater ability to "close the loop" for optimal assessment effectiveness of our programs. The new assessment plan is threefold:

1. GenEd ELO's have been aligned with the program ELO's. DOVAD bases assessment off of "signature" assignments collected and archived from canvas GenEd courses, including ART 1010, ART 1110, ART 1030, ARTH 1090, ARTH 1100, & ART 2450. The rubric in canvas must be titled "Signature Assignment" in order to be collected. Note: instructors outside of GenEd may not include the term "signature" within the assessment rubric on canvas. (See appendix C for GenEd Creative Arts outcome alignment with DOVAD outcomes).
2. All of DOVAD's courses are assessed based on DOVAD's curriculum grid which includes *introductory, developed, and mastery* of learning objectives. Each course has its own specific set of learning objectives and level of achievement which were established by the department. Faculty will include DOVAD learning outcomes on the syllabus for each course in addition to other course objectives. All faculty will administer assessment semesterly through canvas, but this will be hidden from student view in the gradebook as to avoid confusion and misunderstanding from the students. The purpose is to assess the program as a whole and judge the effectiveness of student learning outcomes based on the scope of the assignment, which is a reflection of teaching effectiveness and therefore different from assignment grades. This is typically done for Assignments occurring at the end of the semester for optimal results.
3. DOVAD's capstone courses will be assessed by the course instructors on canvas for: ART 3995, ART 4410, and ART 4990. These final program courses will be assessed with greater scrutiny to determine program needs. Student Thesis exhibitions should be documented and archived for five-year and/or seven-year assessment plans.

F. Student Achievement

- i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, ‘Time to Grad from 90CH – please reach out to oiie@weber.edu if you need help with this metric). What department initiatives are in place to address this?



2018-19 63% of students with 90 credit hours graduated in 2 years, but this percentage dropped to 47% 2019-20, and dropped again to 30% in 2020-21. This is likely due to the extreme complications of the pandemic. Department initiatives include a new advisor program where the full faculty are involved in better oversight of students’ graduation plans. Faculty will meet with students regularly and help to expedite graduations in a more timely manner.

A. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major

Measurable Learning Outcome Students will..	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
<p>1: Produce technically proficient visual work</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome-n/a, does not meet, meets, or exceeds expectations</p> <p>Measure 2: Students perform at level: Developed for learning outcome-n/a, does not meet, meets, or exceeds expectations</p> <p>Measure 3: Students perform at level: Mastered for learning outcome-n/a, doesn't meet, meets, or exceeds</p>	<p>Measure 1: 80% of students will meet or exceed</p> <p>Measure 2: 80% of students will meet or exceed</p> <p>Measure 3: 80% of students will meet or exceed</p>	<p>92% of students met or exceeded expectations Courses: ART1110 ART 2700 Fall 20, Fall 22, & Spring 22 ART 2450 Fall 20 ART 1110 Fall 20, Fall 21</p> <p>100% of students Met or exceeded expectations ART 3120 Fall 21 ART 3600 Fall 21 ART 2200 Spring 22 ART 3150 Spring 22</p> <p>100% of students Met or exceeded expectations ART 4600 Sp 21, ART 4700 SP 21, ART 4120 FA 21, ART 4600 FA 21</p>	<p>6 of 7 courses averaged above 80% Meeting or exceeding Expectations with only one course at 77%</p> <p>4 courses were Assessed</p>	<p>No curricular or pedagogical changes needed at this time.</p> <p>No curricular or pedagogical changes needed at this time.</p> <p>No curricular or pedagogical changes needed at this time.</p>	

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
2: Utilize conceptual frameworks, ethnical reasoning, and critical thinking skills in the making of visual media	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	89% met or exceeded expectations Courses: ART 2700 Fa 20, ART 2450 Fa 20, ART 2700 Fa 21, ART 2700 Sp 21		No curricular or pedagogical changes needed at this time.	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	96% of students Met or exceeded expectations Courses: ART 3085 Fa 20, ART 4600 Sp 21, Art 3120 Fa 21, Art 3600 Fa 21, ART 3150 Sp 22		No curricular or pedagogical changes needed at this time.	
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	100% of students Met or exceeded expectations Courses: ART 4700, ART 4120		No curricular or pedagogical changes needed at this time.	

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
3: Demonstrate the ability to learn, adapt, and apply new techniques, tools, processes and ideas	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	92% of students Met or exceeded expectations Courses: Fall 20- Art 1110, ART 1040 (2 sections), ART 2450 Fa 21- ART 1110 Sp 22- ART 1040	6 courses assessed	No curricular or pedagogical changes needed at this time.	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	100% of students Met or exceeded expectations Courses: ART 3120, ART 3600, ART 2200, ART 3150	4 courses assessed		Assess more courses in the future
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	98% of students Met or exceeded Expectations Courses: ART 4600, ART 4700, ART 4120,	3 courses assessed		Assess more courses in the future

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
4: Assess, Analyze, And synthesize historical and contemporary information regarding visual art and design	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	90% of students Met or exceeded expectations Courses: Fa 20- ART 1110, ART 1040, ART 1040, ART 2700, ART 2450, Fa 21-ART 1110, ARTH 1090, ARTH 1090, ART 2700, SP 22 ARTH 1090, ART 1040, ART 2700	12 courses assessed	No curricular or pedagogical changes needed at this time.	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	89% of students met or exceeded expectations courses: ART 3085, ART 2200, ART 3150	3 courses assessed		Assess more courses in the future
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	100% of students met or exceeded expectations ART 4700	1 course assessed		Assess more courses in the future

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
5: Communicate effectively and ethically about visual media through written or oral means	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	88.6% of students met or exceeded expectations courses: ART 1040, ART 1040, ARTH 1090, ARTH 1090, ART 1040	Slightly lower than other learning outcomes Assessed 6 courses	Set more concrete criteria Emphasize In curriculum	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	88.9% of students met or exceeded expectations ART 3085, ART 3150		Set more concrete criteria Emphasize In curriculum	
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	N/A did not assess	N/A	Discuss having More writing Assignments In 3000/4000 Level courses	Need more Assessment In this area And focus On improvement

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
6: Recognize and identify historically influential styles, movements, periods, theories, and practitioners of art and design in a global context	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	97% of students met or exceeded expectations ART 2450, ARTH 1090, ARTH 1090	Strong results	No curricular or pedagogical changes needed at this time.	Look for improving the assessment strategy for this SLO
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	44% of students Met or exceeded expectations ART 3085	One course was assessed	Needs to be examined by department	
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	N/A not assessed		none	Look for improving the assessment strategy for this SLO in upper level courses

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
7: Implement contemporary professional practices in the field	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	100% of students met or exceeded expectations ART 3150		No curricular or pedagogical changes needed at this time.	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	N/A		Needs improvement	Assess upper level courses Determine where in curriculum we can assess for D & M levels
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	N/A		Needs improvement	Assess upper level courses Determine where in curriculum we can assess for D & M levels

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
8: Demonstrate the ability to work cooperatively, ethically, and effectively with peers	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	98% of students met or exceeded expectations ART 1040, ART 1040		No curricular or pedagogical changes needed at this time.	
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	56% of students met or exceeded expectations ART 3085	Needs improvement		Assess upper level courses Determine where in curriculum we can assess for D & M levels
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	N/A		Needs improvement	

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
9. Explain visual art and design as a profession, practice and global community	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed	N/A			Across the board we need much greater assessment data for this SLO
	Measure 2: Students perform at level: Developed for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 2: 80% of students will meet or exceed	56% of students met or exceeded expectations ART 3085	Only one course Was assessed on this SLO		
	Measure 3: Students perform at level: Mastered for learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 3: 80% of students will meet or exceed	N/A			

Additional narrative (optional – use as much space as needed):

The area of Professionalization and Collaboration needs to be addressed as an increase point of focus for program assessment. Writing and oral communication is a student learning outcome that needs to be emphasized more in curriculum. Overall, more data will be collected in the next report now that the new assessment plan is being fully implemented starting in Fall 2022.

B. Capstone courses BFA Seminar and Thesis

1. BFA Seminar :

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
1: Utilize conceptual frameworks, ethncal reasoning, and critical thinking skills in the making of visual media	BFA Seminar Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 80% of students will meet or exceed at the developed level	74% of students Met or exceeded	Does not meet Target performance	Faculty will Review results and determine Plan of action to address improvements	Assessment plan needs to be updated for better results (see additional narrative below for details)

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
2: Communicate effectively and ethically about visual media through written or oral means	BFA Seminar Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty	Measure 1: 80% of students will meet or exceed at the developed level	75% of students Met or exceeded	Does not meet Target performance	Faculty will Review results and determine Plan of action to address improvements	Assessment plan needs to be updated for better results (see additional narrative below for details)

BFA Seminar continued

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
3: Implement contemporary professional practices in the field	BFA Seminar Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 80% of students will meet or exceed at the developed level	71% of students Met or exceeded	Does not meet Target performance	Faculty will Review results and determine Plan of action to address improvements	Assessment plan needs to be updated for better results (see additional narrative below for details)

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
4: Demonstrate the ability to work cooperatively, ethically, and effectively with peers	BFA Seminar Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 80% of students will meet or exceed at the developed level	N/A	Not assessed	Will assess In the future With new Capstone Assessment method	

BFA Thesis

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
1: Produce technically proficient visual work	BFA Thesis Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 75% of students will meet or exceed at the Mastered level	62% of students Performed at the master level	Target Performance was not met	Faculty will Utilize to address improvements to be made at the developed level to improve mastery level results	Assessment plan needs to be updated for better results (see additional narrative below for details)

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
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2: Utilize conceptual frameworks, ethical reasoning, and critical thinking skills in the making of visual media	BFA Thesis Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 75% of students will meet or exceed at the Mastered level	52% of students Performed at the Master level	Target Performance was very under met	Faculty will Utilize to address improvements to be made at the developed level to improve mastery level results	Increase Conceptual frameworks, etc. at the developing level (intermediate to advanced courses)
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Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
3: Communicate effectively and ethically about visual media through written or oral means	BFA Thesis Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 75% of students will meet or exceed at the Mastered level	36% of students Performed at the Master level	Target performance grossly under met	Interpret results To increase Written and oral communication results	Determine what courses at the intermediate level will focus on improvements, written and oral assignments

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop

4: Implement contemporary professional practices in the field	BFA Thesis Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty	Measure 1: 80% of students will meet or exceed at the Mastered level	58% of students Mastered	Target Performance was not met	Utilize results to work towards improvements	Contemporary professional practices need to be addressed in intermediate courses at a stronger degree
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Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
5: Demonstrate the ability to work cooperatively, ethically, and effectively with peers	BFA Thesis Measure 1: Multiple faculty assessed based on: N/A, Introduced, developed, or Mastered The results for each student is an average from multiple faculty rankings	Measure 1: 80% of students will meet or exceed at the Mastered level	N/A	Did not assess		

Additional narrative (optional – use as much space as needed):

Through this report the DOVAD assessment committee determined that the old method of assessing BFA capstone courses needs to be updated to reflect our new assessment program and the new curriculum grid assessment learning outcomes. It is important to note that there was an inconsistency between the method of measuring the learning outcome: the faculty were ranking

learning objectives based on: N/A, introduced, developed, and mastered. This older method does not align with our new curriculum grid which assesses only mastered as the point of assessment: (N/A, does not meet, met, or exceeds mastery level). The same is true for the BFA Seminar courses which were assessed with the same options given to faculty as the Thesis: I, D, M or N/A. Therefore this incongruity for how the learning outcomes were assessed will be updated for the coming year. In addition to this, we plan to improve the overall assessment process for capstone courses to limit the assessment to the teachers of the course, which will be in line with the rest of our assessment program. This will improve the method of assessment by keeping the judgment for criteria limited to the teachers who are more familiar with the course expectations and course content. The results in this report were produced by a broad net of faculty who participated randomly, some of whom may have never taught the courses or be fully familiar with the course expectations.

However, the biennial assessment findings in this report for the capstone courses are not considered to be ineffective when pinpointing areas of our program for the department's attention, scrutinization, and a plan for action. BFA Seminar was under the target performance in every student learning outcome, with an average of 74% meeting or exceeding at the developed level. The results for BFA Thesis should be looked at closely by the full department to determine a plan of action for increasing results for all learning outcomes with specific focus on: Communicate effectively and ethically about visual media through written or oral means.

With the upcoming semester we will update our assessment method for capstone courses to be completed by the instructors of these courses in order to build consistency and accuracy within the assessment program as a whole. Additionally capstone courses in Graphic Design which have not been assessed in the past, should move forward with assessment and be added to this section as a significant area for program assessment.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at

[https://www.weber.edu/ie/Review and Assessment/Checklists and Templates.html](https://www.weber.edu/ie/Review%20and%20Assessment/Checklists%20and%20Templates.html); they can replace this page.)

DOVAD Program ELO's are aligned with Creative Arts Gen Ed ELO's (CA1 & CA2) **Please see appendix for: General Education Creative Arts outcome alignment with DOVAD outcomes**

ART 1110 (two sections assessed):

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
1: Produce technically proficient visual work	Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	Measure 1: 80% of students will meet or exceed at the introduced level	83% of students Met or exceeded	Does meet Target performance	No curricular or pedagogical changes needed at this time.	

<p>3: Demonstrate the ability to learn, adapt, and apply new techniques, tools, processes and ideas</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome-n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>87% of students met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	
<p>4: Assess, Analyze, And synthesize historical and contemporary information regarding visual art and design</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome-n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>82% of students Met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	

ART 2450:

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
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<p>1: Produce technically proficient visual work</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>94% of students Met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	
<p>2: Utilize conceptual frameworks, ethical reasoning, and critical thinking skills in the making of visual media</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>88% of students met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	
<p>3: Demonstrate the ability to learn, adapt, and apply new techniques, tools, processes and ideas</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>100% of students Met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	
<p>4: Assess, Analyze, And synthesize historical</p>	<p>Measure 1: Students perform at level: Introduced to</p>	<p>Measure 1: 80% of students will meet or exceed at the</p>	<p>100% of students Met or exceeded</p>			

and contemporary information regarding visual art and design	learning outcome- n/a, does not meet, meets, or exceeds expectations	introduced level				
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ARTH 1090 (three courses assessed):

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the loop
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<p>4: Assess, Analyze, And synthesize historical and contemporary information regarding visual art and design</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>97% of students Met or exceeded</p>	<p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p>	
<p>5: Communicate effectively and ethically about visual media through written or oral means</p> <p>6: Recognize and identify historically influential styles, movements, periods, theories, and practitioners of art and design in a global context</p>	<p>Measure 1: Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations</p>	<p>Measure 1: 80% of students will meet or exceed at the introduced level</p> <p>Measure 1: 80% of students will meet or exceed at the introduced level</p>	<p>96% of students met or exceeded</p> <p>96% of students Met or exceeded</p>	<p>Does meet Target performance</p> <p>Does meet Target performance</p>	<p>No curricular or pedagogical changes needed at this time.</p> <p>No curricular or pedagogical changes needed at this tim</p>	

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

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: ####	Recommendation	Progress Description
Recommendation 1	DOVAD will be meeting on determining the next NASAD review, or alternative review process	meeting set for Dec 1, 2022 and start of Spring semester 2023
Recommendation 2	DOVAD is currently hiring for two full-time position replacements, but would benefit from reinstating the full-time 3-year faculty position which was lost and creating a new line for Graphic Design	Proposal for new lines 2023
Recommendation 3	Increase availability for 3000 & 4000 level courses	
(add as needed)		

Additional narrative:

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	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8	7	7
Full-time Non-Tenured (includes tenure-track)	11	10	11
Part-time and adjunct	22	22	22
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured	8	7	7
Full-time Non-tenured	11	10	11
Part-time	22	22	22

Please respond to the following questions.

- 1) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help your program recruit and retain students? DOVAD would appreciate the support from all of these areas to recruit and retain students.
- 2) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like? Over the past three-four years we have significantly re-thought and reformed our assessment plan, student learning outcomes, and evidence gathering. This report will allow us to review our new system and present to our department to improve and garnish a full department involvement in assessment of DOVAD's programs. The Office of Institutional Effectiveness has already been integral in helping us improve our methods.
- 3) Finally, we are trying to get a better handle on culminating academic experiences of our students. One of our proposed 'mission fulfillment metrics' (used for accreditation) and the measure is stated as:
 - a. A culminating measure (board exam, ePortfolio review, or other capstone experience) that demonstrates that 90% of students achieve program outcomes at a level of 80% or higher
 - b. Departments will identify one or two upper division courses or end-of-program experiences that all or most students have to take that address all or most of the outcomesIs this a reasonable expectation of your program? If so, can you please briefly describe the courses and experiences? If not, do you have a suggestion for a better way to assess student learning

The ePortfolio review could be a good culminating measure for our BFA capstone courses for Studio art and Graphic Design.

Appendix C

General Education Creative Arts outcome alignment with DOVAD outcomes

CA1: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.

Aligns with DOVAD ELO's:

ELO 1: Produce technically proficient work

ELO 3: Demonstrate the ability to learn, adapt, and apply new techniques, tools, processes and ideas

ELO 5: Communicate effectively and ethically about visual media through written or oral means

ELO 7: Implement contemporary professional practices in the field

ELO 8: Demonstrate the ability to work cooperatively, ethically, and effectively with peers

CA2: 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.

Aligns with DOVAD ELO's:

ELO 2: Utilize conceptual frameworks, ethical reasoning, and critical thinking skills in the make of visual media

ELO 4: Assess, analyze, and synthesize historical and contemporary information regarding visual art and design

ELO 6: Recognize and identify historically influential styles, movements, periods, theories, and practitioners of art and design in a global context

ELO 9: Explain visual art and design as a profession, practice, and global community

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>