Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Visual Arts and Design (DOVAD)
Academic Year of Report: 2013-2014
Date Submitted: November 15, 2014
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    Email: liesezahabi@weber.edu
A. **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](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:

**Visual Arts and Design**

Our world is partially understood through smell, taste, sound, and touch. But perhaps most of all we make sense of our environment through what we see. The art, architecture, mass media and even the furniture in our spaces bear distinct messages that influence our decisions and enrich life.

Creative processes are exciting. Students of art and design contribute new expression to the vitality of our visual environment and learn to interpret what is seen through trained observation. Innovative thinking is absolutely necessary for success and must be balanced against research and critical judgment. Emphasis is placed on writing and the critical evaluation of artistic products. Students gain experience at preparing exhibits and portfolios for eventual professional activity.

Studies in art, art history and design offer windows of understanding to other cultures, both past and present. This is one of our primary concerns in preparing citizens for productive relations in an increasingly multicultural society.

Seventy-eight different courses are offered by the Department of Visual Arts and Design. These span traditional areas such as art history, art education, ceramics, drawing, small metals/jewelry, painting, photography, printmaking, sculpture, and graphic design. The department is continually expanding into emerging modes of expression involving digital video, digital photography, animation, interactive design, and sound. Classes are enhanced by public lectures, seminars, workshops and special sessions by critics, historians, and visiting artists.

Website link: [http://weber-edu-dova.org/dova/](http://weber-edu-dova.org/dova/)
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:

Art is the universal language through which we express our common aspirations and experiences. As such, it has always been a channel for appreciating and understanding the diversity of humankind. In contemporary society the use of visual media has expanded rapidly. People who formerly typed documents now design web pages. More studies are indicating that children who experience the visual arts are more successful in their other studies. Attendance at art museums is at an all time high. The need to experience, understand and successfully create visual media is increasing. The Department of Visual Arts and Design is prepared to meet these needs.

Faculty: All of our faculty are practicing professionals. WSU-DOVAD takes pride that the faculty demonstrate the level of excellence we expect of our students.
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:

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:
1) ...
2) ...
3) ...
4) ...
5) ...
6) ... etc.

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:

Curriculum
The DOVAD curriculum is designed to offer students specialized majors in a wide variety of emphases though not without first equipping them with a solid foundation in art history and aesthetics. The Department is devoted to preparing students to meet the demands of a challenging, diverse and rapidly changing world by offering art history courses with a global perspective as well as extensive and state-of-the-art instruction in digital media and photography. To address the diverse needs of students, Weber State University confers B.A. and B.F.A. degrees in the visual arts, and offers over seventy different courses. These courses include areas such as: art teaching, ceramics, digital media, drawing, metals/jewelry, painting, photography, printmaking, sculpture, and visual communications (design or illustration). The department offers courses to non-art majors as well. As part of the students’ general education they are required to take at least one course in the creative arts. All students benefit from studio activity and analysis that sharpens critical faculties, fosters creativity and encourages independent thinking.

OUR CURRICULUM MAP IS CURRENT.
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.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

GenEd Assessment
DOVAD has been collecting and archiving artifacts from its GenEd courses in an effort to assess information about these courses, and their effectiveness in educating students on the relevant GenEd outcomes. These artifacts include short papers, exams, quizzes, and samples of creative works. Despite their variations, the collected artifacts clearly indicate the relevant GenEd outcomes designated by the department are all being consciously addressed. The department plans to continue to collect, assess and archive for these courses.

Foundations Assessment

Over the last year, our Foundations Coordinator, Molly Morin, gathered information about the current state of the studio foundation curriculum through surveys, conversations and observations across the department. In cooperation with the newly formed foundations committee, she wrote objectives for the five studio foundations classes. These one-page documents clearly define learning objectives for each course, and will be distributed to instructors around the time courses are scheduled. These new objectives, to be implemented broadly in Spring 2015, will allow assessment to measure outcomes in a meaningful way moving forward. In addition, a revised adjunct instructor contract codifies our expectation that adjunct instructors (who teach the bulk of these courses) will work with the department to provide evidence of outcomes. In this way, we are prepared to collect artifacts and assess the curriculum more effectively beginning in Spring 2015.
While GenEd offerings lie outside of the Foundation Coordinator’s responsibilities, the above will serve the assessment committee as a model for collecting artifacts and measuring outcomes for the GenEd curriculum.

**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.

**ASSESSMENT EVIDENCE COLLECTION PROCEDURES:**
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 and information from five studio courses per semester from a range of disciplines taught within the department. 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. (Please see the proposed artifact collection schedule in the Appendix on page 24 of this document). 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.

1. 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.

a. **Evidence of Learning: Courses within the Major**
(duplicate this page as needed)

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes 1,2,6</td>
<td>Direct and Indirect Measures*</td>
<td>At least 80% of students will achieve more than a 2.5 on the 4-point scale on BFA Thesis oral defense forms, under the category of “Concept”</td>
<td>Measure 1: Fall 2013: 79% of students scored a 2.5 or above</td>
<td>Students demonstrated competency in the area of conceptual rigor in Thesis work.</td>
<td>No curricular change needed, but need to maintain focus in this area during future assessment efforts. It would also be helpful to examine differences between Fall and Spring numbers.</td>
</tr>
<tr>
<td>BFA students demonstrate strong concepts in their work that are: well researched and thought-out, original, and innovative.</td>
<td>Measure 1: Average of scores on BFA Thesis oral defense forms, on a 4-point scale (4=excellent, 3=good, 2=adequate, 1=inadequate). Measure 2: Image portfolios archived in the departmental offices, of Thesis exhibitions assessed by Measure 1.</td>
<td></td>
<td>Measure 2: Student images portfolios archived as reference.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
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<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes 1,3,4</td>
<td>Measure 1: Average of scores on BFA Thesis oral defense forms, on a 4-point scale (4=excellent, 3=good, 2=adequate, 1=inadequate). Measure 2: Image portfolios archived in the departmental offices, of Thesis exhibitions assessed by Measure 1.</td>
<td>At least 80% of students will achieve more than a 2.5 on the 4-point scale on BFA Thesis oral defense forms, under the category of “Form”</td>
<td>Measure 1: Fall 2013: 71% of students scored a 2.5 or above Spring 2014: 94% of students scored a 2.5 or above Combined semesters: 84% of students scored a 2.5 or above Measure 2: Student images portfolios archived as reference.</td>
<td>Students demonstrated greatest competency in this area of the Thesis work. Formal development is strong and is being supported throughout the various studio areas.</td>
<td>No curricular change needed at present. Although, again, it would be useful to explore reasons why the two semesters have such different numbers.</td>
</tr>
<tr>
<td>Learning outcomes 5,7,8</td>
<td>Measure 1: Average of written and verbal articulation scores on BFA Thesis oral defense forms, on a 4-point scale (4=excellent, 3=good, 2=adequate, 1=inadequate).</td>
<td>At least 80% of students will achieve more than a 2.5 on the 4-point scale on BFA Thesis oral defense forms, under the category of “Articulation”</td>
<td>Measure 1: Fall 2013: 64% of students scored a 2.5 or above Spring 2014: 72% of students scored a 2.5 or above</td>
<td>This is the main area our students need marked improvement.</td>
<td>Bring findings back to faculty at large; emphasize earlier and sustained work throughout BFA curriculum toward greater clarity and comprehensiveness in verbal and written articulation.</td>
</tr>
</tbody>
</table>

BFA students demonstrate strong form in their work that is: appropriate to their concepts, technically competent, and professionally presented.

BFA students will clearly articulate their ideas in and verbal written formats.
<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td>At least 80% of students will achieve more than an average of 2.5 on the 4-point scale on BFA Thesis oral defense forms overall</td>
<td>Fall 2013: 71% of students scored an average of 2.5 or above overall (using all three metrics) Spring 2014: 85% of students scored an average of 2.5 or above (using all three metrics) [NASAD accreditation reviewers found work to be accomplished and appropriate to the standards for undergraduate accreditation in art. NASAD 2010 review archived in department.]</td>
<td>DOVA curriculum meets nationally recognized accreditation standards in all studio disciplines.</td>
<td>No curricular change needed at present.</td>
</tr>
</tbody>
</table>

Learning outcomes 1-8
BFA Thesis student portfolios will demonstrate achievement and comprehension in the areas of concept, form, and articulation appropriate for the culmination of undergraduate study.

Archived student portfolios of BFA Thesis work. These portfolios are archived and available for review by discipline specific (NASAD) and regional accrediting bodies.
<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
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<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning outcomes 3,4,8</td>
<td>BFA application portfolio review form, completed by all fulltime faculty during each semester (BFA application review form included below). Rankings established, followed by subsequent faculty discussion to determine admission into the BFA program.</td>
<td>At least 75% of applicants will achieve more than a 6 on the 10-point scale on BFA Application ranking forms, under the category of “Form”</td>
<td>Fall 2013 BFA review process; 16 of 22 students applying for entrance into the BFA program were accepted (73% acceptance); 95% of these students received an average of more than 6 (on a 10 point scale) for the FORM category from aggregated faculty rankings. Spring 2014 BFA review process; 21 of 29 students applying for entrance into the BFA program were accepted (72% acceptance); 90% of these students received an average of more than 6 (on a 10 point scale) for the FORM category from aggregated faculty rankings.</td>
<td>This assessment process not only serves to evaluate individual student readiness to enter more independent courses of study in the BFA program, but also serves to help faculty broadly assess curricular effectiveness with learning outcomes in the core (foundation) studio courses. The 70%-75% acceptance rate reflects significant program success in the foundations classes.</td>
<td>No curricular change needed at present.</td>
</tr>
</tbody>
</table>

*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**

(duplicate this page as needed)

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

* 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**
b. **Evidence of Learning: General Education Courses**
   (duplicate this page as needed or delete if department does not offer GE 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.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Improvement in oral, written, or graphic communication skills.</td>
<td>Measure 1: Quizzes, Exams, and Essay Questions</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
<tr>
<td>Improvement in critical thinking, cognitive learning and problem solving (both individually and in groups).</td>
<td>Measure 1: Discussions and Assignments</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
<tr>
<td></td>
<td>Measure 2: Quizzes, Exams and Essay Questions</td>
<td>Measure 2: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 2: Overall students are performing well in this area.</td>
<td>Measure 2: No actions needed.</td>
</tr>
<tr>
<td>Measurable Learning Outcome</td>
<td>Method of Measurement</td>
<td>Threshold for Evidence of Student Learning</td>
<td>Findings Linked to Learning Outcomes</td>
<td>Interpretation of Findings</td>
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</tr>
<tr>
<td>Gain knowledge and understanding of key terminology in a particular discipline in the arts or humanities.</td>
<td>Measure 1: Quizzes, Exams and Essay Questions</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
<tr>
<td>Improved knowledge and understanding of the history, underlying theory and applicable ethical standards in a particular discipline in the arts or humanities.</td>
<td>Measure 1: Quizzes, Exams and Essay Questions</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
<tr>
<td>Improved ability to identify broad themes and issues in the arts or humanities.</td>
<td>Measure 1: Quizzes, Discussions, Exams and Essay Questions</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
<tr>
<td>Demonstrate an understanding of how the arts and humanities disciplines express and solve problems.</td>
<td>Measure 1: Discussions, Assignments, Quizzes, Exams and Essay Questions</td>
<td>Measure 1: 80% of students will score 70% or better</td>
<td>Measure 1: 91% of students scored 70% (C-) or better. 72% of students scored 85% (B) or better.</td>
<td>Measure 1: Overall students are performing well in this area.</td>
<td>Measure 1: No actions needed.</td>
</tr>
</tbody>
</table>
*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

**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.

Because this is a studio course, the assessment artifacts are of a visual nature, and have been collected and archived in the DOVAD office. A hard drive and binder containing images and a summary is available for review.

Overall, 96% of students scored 70% (C-) or better, and 86% of students scored 85% (B) or better.

**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.

Assessment artifacts have been collected and archived in the DOVAD office. A hard drive and binder containing images and a summary is available for review.

Overall, 97% of students scored 70% (C-) or better, and 80% of students scored 85% (B) or better.

**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.

Assessment artifacts have been collected and archived in the DOVAD office. A hard drive and binder containing images and a summary is available for review.

Overall, 100% of students scored 70% (C-) or better, and 81% of students scored 85% (B) or better.
### G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA application portfolio review form (form included below*)</td>
<td>See BFA application form rubric.</td>
<td>Middle of semester—faculty complete forms during BFA application review process.</td>
<td>Hard copies in DOVAD offices.</td>
</tr>
<tr>
<td>General Education Assessment Portfolio</td>
<td>All General Education Creative Arts outcomes</td>
<td>Yearly, compiled by DOVAD Assessment Committee from GenEd faculty submissions.</td>
<td>Hard copy in DOVAD offices</td>
</tr>
<tr>
<td>Assessment evidence from ten courses across the DOVA curriculum (five courses per semester)</td>
<td>Various DOVA learning outcomes, specific to courses and student levels</td>
<td>Collected each semester and year, compiled by individual faculty per schedule.</td>
<td>Electronic storage in DOVA offices.</td>
</tr>
</tbody>
</table>

### H. Summary Information (as needed)
See pages 20–22 for sample BFA Application Review and Oral Defense evaluation forms. The Oral Defense forms have been edited to include pertinent learning outcomes.
BFA REVIEW WORKSHEET

Using the following criteria, review each student's BFA portfolio on a scale of 1 to 10 with 10 being the highest.

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

1 2 3 4 5 6 7 8 9 10

Feedback for student

Concept Idea development, originality, clarity, relevance to contemporary issues

1 2 3 4 5 6 7 8 9 10

Feedback for student

Execution & Presentation material, processes, appropriate presentation of work, etc.

1 2 3 4 5 6 7 8 9 10

Feedback for student

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

1 2 3 4 5 6 7 8 9 10

Feedback for student
BFA Thesis Assessment

Candidate __________________________ Reviewer’s Initials __________

Categories (Check all that apply)
☐ Art Ed    ☐ Ceramics    ☐ Drawing    ☐ Installation    ☐ Painting    ☐ Performance
☐ Photography    ☐ Printmaking    ☐ Sculpture    ☐ Video

Concept (Learning Outcomes 1, 2, 6)
Well researched, thought out
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate
Not Clichéd, regurgitated, own voice
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate
Innovative
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate

Form (Learning Outcomes 1, 3, 4)
Relative to concept, appropriate for ideas
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate
Technical Competence, mastery
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate
Presentation
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate

Articulation (Learning Outcomes 1, 5, 7, 8)
Written
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate
Verbal
☐ Excellent    ☐ Good    ☐ Adequate    ☐ Inadequate

Comments
# BFA Seminar Assessment

**Candidate**

**Reviewer’s Initials**

**Categories** (Check all that apply)
- Art Ed
- Ceramics
- Drawing
- Installation
- Painting
- Performance
- Photography
- Printmaking
- Sculpture
- Video

**Concept** (Learning Outcomes 1, 2, 6)

- Well researched, thought out
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

- Not Clichéd, regurgitated, own voice
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

- Innovative
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

**Form** (Learning Outcomes 1, 3, 4)

- Relative to concept, appropriate for ideas
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

- Technical Competence, mastery
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

- Presentation
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

**Articulation** (Learning Outcomes 1, 5, 7, 8)

- Written
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

- Verbal
  - [ ] Excellent
  - [ ] Good
  - [ ] Adequate
  - [ ] Inadequate

**Comments**
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.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>2</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>With Master's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>7</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>5</td>
</tr>
<tr>
<td>Part-time</td>
<td>21</td>
</tr>
<tr>
<td>With Bachelor's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Total Headcount Faculty</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>9</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>5</td>
</tr>
<tr>
<td>Part-time</td>
<td>26</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) 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).]

The evidence collected in the current year continues to show that students are mastering the use of the fundamentals of each discipline within our department: use of composition, quality of content, mastery of materials, and ability to create work from specific prompts given by the instructor.

As we compare evidence from prior years to this current year, we continue to notice that students struggle with critical writing and oral presentation of their work. This has been noted as a trend across many programs and campuses, and our students are no exception. We are also continuing to work on our foundations program. Molly Morin (foundations coordinator) is establishing clear and consistent learning objectives across the foundations program, and is gathering data regarding how students are performing and how instructors are assessing that performance.

2) With whom did you share the results of the year’s assessment efforts?

We have shared the results with the Arts and Humanities Dean, Madonne Miner, 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 evidence collection for the BFA program entry and exit. We will continue to collect assessment evidence from our GenEd courses and instructors. We will continue to collect assessment evidence from ten courses a year across our curriculum according to the systemized schedule for this collection. We also plan to begin analyzing the data collected, looking for patterns of success and places for improvement in the next two years. Finally, our Foundations Coordinator position is conducting a thorough analysis
and review of our entire foundations program and will have more specific recommendations and a plan of action at the end of Spring 2015 to bring to the full faculty for implementation.
APPENDIX C

3 year Schedule for assessment evidence collection for DOVA
Revised by Liese Zahabi, November 6, 2014

YEAR ONE
FALL 2014
1: Naseem Banerji
2: Paul Crow
3: Larry Clarkson
4: K Stevenson
5: Liese Zahabi

SPRING 2015
1: Matthew Choberka
2: Stephen Wolochowicz
3: Joshua Winegar
4: Jason Manly
5: Mark Biddle

YEAR TWO
FALL 2015
1: Angelika Pagel
2: Molly Morin
3: Naseem Banerji
4: Paul Crow
5: Larry Clarkson

SPRING 2016
1: K Stevenson
2: Liese Zahabi
3: Matthew Choberka
4: Stephen Wolochowicz
5: Mark Biddle

YEAR THREE
FALL 2016
1: New Hire
2: Josh Winegar
3: Jason Manly
4: Naseem Banerji
5: Larry Clarkson

SPRING 2017
1: Liese Zahabi
2: K Stevenson
3: Molly Morin
4: Matthew Choberka
5: Stephen Wolochowicz