Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Department of Visual Arts (DOVA)
Date Submitted: November 15, 2013
Report author: Liese Zahabi

Contact Information:
Phone: 7919
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 - 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:

The information on your website is current.
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:
This information is current.
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:
These outcomes are current.

Measurable Learning Outcomes

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

**Curriculum Map**

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Outcome 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or 1 = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note*: Rows and columns should be transposed as required to meet the needs of each individual department.
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:

GenEd and Foundations Assessment
DOVA 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 included 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.

Furthermore, our recent Foundations Coordinator hire, Molly Morin, has also been gathering information about all foundations courses within our program, including the GenEd offerings. Her analysis of these courses, and any plans for change will be discussed among all faculty next semester and added to our report next year.

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 DOVA 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 DOVA 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 DOVA 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 give 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 these 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 DOVA faculty to discuss recommendations. The Department of Visual Arts 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, DOVA 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. 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 DOVA 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>Program Learning Goal</th>
<th>Measurable Learning Outcomes, numbers correspond to those listed above in item D.</th>
<th>Threshold for evidence of student learning</th>
<th>Method of Measurement</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>BFA students demonstrate strong concepts in their work that are: well researched and thought-out, original, and innovative.</td>
<td>Learning outcomes 1,2,6</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 &quot;Concept&quot;</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>Measure 1: Fall 2012: 77% of students scored a 2.5 or above Spring 2013: 94% of students scored a 2.5 or above Measure 2: Student images portfolios archived as reference.</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.</td>
</tr>
<tr>
<td>BFA students demonstrate strong form in their work that is: appropriate to their concepts, technically competent, and professionally presented.</td>
<td>Learning Outcomes 1,3,4</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: Average of scores on BFA Thesis oral defense forms, on a 4-point scale (4=excellent, 3=good, 2=adequate, 1=inaugurate). 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 “Articulation”</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=inaugurate). Measure 1: Fall 2012: 100% of students scored a 2.5 or above Spring 2013: 94% of students scored a 2.5 or above</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>
</tr>
</tbody>
</table>

| BFA students will clearly articulate their ideas in and verbal written formats. | Learning outcomes 5,7,8 | 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” | Although student outcomes regarding articulation of ideas are generally adequate or strong, there is still room for improvement in this area. 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.
| BFA Thesis student portfolios will demonstrate achievement and comprehension in the areas of concept, form, and articulation appropriate for the culmination of undergraduate study. | Learning outcomes 1-8 | 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 | Archived student portfolios of BFA Thesis work. These portfolios are archived and available for review by discipline specific (NASAD) and regional accrediting bodies. | Fall 2012: 83% of students scored an average of 2.5 or above overall Spring 2013: 94% of students scored an average of 2.5 or above NASAD accreditation reviewers found work to be accomplished and appropriate to the standards for undergraduate accreditation in art. NASAD 2010 review archived in department. | DOVA curriculum meets nationally recognized accreditation standards in all studio disciplines. | No curricular change needed at present. |

| BFA application portfolios will demonstrate basic competencies in two-dimensional design, three-dimensional design, drawing, and color theory. | Learning outcomes 3,4,8 | At least 75% of applicants will achieve more than a 5 on the 10-point scale on BFA Application ranking forms, under the category of “Form” | 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. | Fall 2012 BFA review process; 15 of 19 students applying for entrance into the BFA program were accepted (79% acceptance); 78% of these students received an average of more than 5 (on a 10 point scale) for the FORM category from aggregated faculty rankings. Spring 2013 BFA review process; 15 | 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 63%-79% | No curricular change needed at present. |
of 24 students applying for entrance into the BFA program were accepted (63% acceptance); 91% of these students received an average of more than 5 (on a 10 point scale) for the FORM category from aggregated faculty rankings.  

| N/A | N/A | N/A | acceptance rate reflects significant program success in the foundations classes. |

*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)

N/A
c. **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>
<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>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: 89% of students scored a 70% or better. 67% of students scored a 85% 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: 89% of students scored a 70% or better. 67% of students scored a 85% 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>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: 89% of students scored a 70% or better. 67% of students scored a 85% 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>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>
<td>Action Plan/Use of Results</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------</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: 89% of students scored a 70% or better. 67% of students scored a 85% 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: 89% of students scored a 70% or better. 67% of students scored a 85% 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: 89% of students scored a 70% or better. 67% of students scored a 85% 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 DOVA office. A hard drive and binder containing images and a summary is available for review.

Overall, 98% of students scored a 70% or better, and 85% of students scored an 85% 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 DOVA offices.</td>
</tr>
<tr>
<td>General Education Assessment Portfolio</td>
<td>All General Education Creative Arts outcomes</td>
<td>Yearly, compiled by DOVA Assessment Committee from GenEd faculty submissions.</td>
<td>Hard copy in DOVA offices</td>
</tr>
<tr>
<td>Assessment evidence from ten courses across the DOVA curriculum</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>

Summary Information (as needed)
See pages 17–20 for sample BFA Application Review and Oral Defense evaluation forms. The Oral Defense forms have been edited to include pertinent learning outcomes.
Candidate: ___________________________________________ Reviewer’s Initials ______________

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 students______________________________________________________________
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

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

1  2  3  4  5  6  7  8  9  10

Feedback for students______________________________________________________________
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

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

1  2  3  4  5  6  7  8  9  10

Feedback for students______________________________________________________________
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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 students

_________________________________________________________________________________________________________________________
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
# 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**
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>5</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>6</td>
</tr>
<tr>
<td>Part-time</td>
<td>16</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>7</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>6</td>
</tr>
<tr>
<td>Part-time</td>
<td>21</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 concerned with how our foundations program is functioning, which is why we solicited a new hire for a Foundations Coordinator position. As Molly Morin analyzes and observes the faculty and adjuncts involved with our foundations program and writes up a report of recommendation, we can begin to address the inconsistencies within that part of our program, and see how the work of students changes over the next few years.

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.

3) 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, with the new Foundations Coordinator position, we plan to do a thorough analysis and review of our entire foundations program and will have specific recommendations at the end of Spring 2014 to implement.
APPENDIX C

3 year Schedule for assessment evidence collection for DOVA
Created by Liese Zahabi, November 6, 2013

YEAR ONE
FALL 2013
1: Liese Zahabi, ART4440 (Interaction Design)
2: Liese Zahabi, ART4410 (Design Seminar)
3: Matthew Choberka,
4: Stephen Wolochowicz
5: Joshua Winegar

SPRING 2014
1: Jason Manly
2: Mark Biddle
3: Angelika Pagel
4: Molly Morin
5: Jim Jacobs

YEAR TWO
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 THREE
FALL 2015
1: Angelika Pagel
2: Molly morin
3: Jim Jacobs
4: Naseem Banerji
5: Paul Crow

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