

Art Department Assessment Report – 2015-16

Student Learning Outcomes Assessment
Department: Art

Academic Year: 2015-16
Program: Bachelor of Arts, Art History

Year Assessed	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Item Assessment Tool	Proposed Action Item Program	Action Items Implemented	Objective to be Assessed Again/Next
2015-16	<i>Professional Proficiencies Objectives 5.1-5.5</i>	500-Word Essay collected from graduating students during the 2014-15 academic year. Essays were scored using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric	Students received consistently higher scores compared to their cohort in other concentrations. Two expressed a commitment to museum studies in specific areas, while the third was admitted to law school, but addressed the relevance of art history as preparation for a law degree. Two had taken concrete steps to pursue their career path. One had only a vague sense of specific graduate programs to target and unrealistic expectations of the preparation necessary to achieve stated goals.	All grades from all classes.	A total of 4 students graduating in Fall 2015 and Spring 2016 earned grades in a total of 129 classes at Edinboro University. Students scored an average of 3.33 in these courses.	None. The assessment tool elicited useful results.	The Art History Club and individual and group advising will provide the best venues for exploring possible career paths. Final projects tailored for majors are already being used to better prepare majors for specific kinds of research. Exam questions and topics for class discussion are already tailored to engage students on the practical application of specific skills that better prepare them for specific careers (research papers, exhibitions, statements, critical reviews, etc.)	More precise and detailed questions on historical and cultural contexts and aesthetics and art criticism have been implemented to address and improve students' proficiency in identifying and recognizing these issues and contexts.	Due the small pool of majors in Art History, assignments that integrate multiple objectives have been devised, enabling assessment of any and all objectives each year.

Student Learning Outcomes Assessment
Department: Art
Academic Year: 2015-16
Program: Bachelor of Fine Arts in Applied Media Arts and Studio Arts (all concentrations)

Year Assessed	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Item Assessment Tool	Proposed Action Item Program	Action Items Implemented	Objective to be Assessed Again/Next
2015-16	<i>Professional Proficiencies</i> Objectives 4.1-4.7.	Essay collected from graduating students during the 2014-15 academic year. Essays were scored using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric	We collected a total of 16 essays from graduating B.F.A. students. Average scores totaled 2.58, in the middle of the milestone range as per our rubric. In looking at the five individual rubric categories, scores ranged from a low of 2.44 in the Sources and Evidence category to a high of 2.66 in the Control of Syntax and Mechanics category.	Grades in ART 395 Professional Practices for Studio Arts and in all 400-level ART-studio classes for B.F.A. Studio Arts (all concentrations) and B.F.A. Applied Media Arts (all concentrations) students who graduated during the 2014-15 academic year.	A total of 421 grades in ART 395 Professional Practices for Studio Arts and in all 400-level ART--studio classes averaged 3.50 for all B.F.A. students who graduated in 2014-15.	The Assessment Committee will collect a consistent set of data from each graduating B.F.A. student each semester beginning in fall 2016. This will include an Artist Statement, a C.V./Résumé, and a Portfolio of Artwork. Guidelines for the C.V./Résumé and the Portfolio of Artwork are still being developed.	In developing our prompt for the written Artist Statements that will be collected from all graduating B.F.A. students beginning in fall 2016, the Assessment Committee also recommended a revision of our Candidacy Application forms to align the written component on the form with the Artist Statement. We felt this would better prepare students for more thorough, reflective writing at the culmination of their programs. Further discussion on this proposal will continue.	A survey of faculty has revealed that we are effectively increasing the amount of reading and writing assignments required in our studio courses. The committee will conduct the survey again in 2017-18 to further track progress.	The Assessment Committee worked this year on revising our data collection protocol. We will begin a new assessment cycle next year and collect data for our Art Production objectives.



**Student Learning Outcomes Assessment
Department: Art**

**Academic Year: 2015-16
Program: Bachelor of Science in Art Education
(B.S.A.E.)**

Year Assessed	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Item Assessment Tool	Proposed Action Item Program	Action Items Implemented	Objective to be Assessed Again/Next
2015-16	<i>Personal Qualities and Teaching Competencies</i> Objectives 4.1-5.4.	Scores from Teacher Candidate Performance Profile (TCPP). Scores from Praxis Art: Content Knowledge test.	Our Students scored 98% in the top two quartiles according to Cooperating Teachers and 99% in the top two Quartiles according to University Supervisors. Our students scored 75% correct in the Section I. Art Making test category and 68% in the Section II. Historical and Theoretical Foundations of Art test category. In both categories we tied or exceeded State and National averages	All grades in Student Teaching Course (ARED495) for Teacher Certification in Art Education students who graduated during the 2014-15 academic year.	A total of 13 graduating students earned an average of 3.92 in ARED 495, suggesting high performance in this culminating experience.	The Student Teacher Performance Evaluation (STPE), a new instrument for evaluating Student Teachers will be implemented in the future.	Implement STPE instrument.	None.	The Assessment Committee worked this year on revising our data collection protocol. We will begin a new assessment cycle next year and collect data for our Art Production objectives.

Student Learning Outcomes Assessment
Department: Art
Academic Year: 2015-16
Program: Master of Arts in Art Education

Year Assessed	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Item Assessment Tool	Proposed Action Item Program	Action Items Implemented	Objective to be Assessed Again/Next
2015-2016 Data collected from Spring 2015 graduating class.	<p>Goal 1: Ability to analyze Synthesize, and evaluate historical and contemporary research in art education and related fields to inform current practices and generate ideas for possible research projects.</p> <p>Goal 2: The student is able to embody desirable characteristics of exceptional teachers within the field of art education in terms of leadership and diversity.</p> <p>Goal 3: The student is able to analyze, synthesize, and evaluate the historical, theoretical, and practical foundational literature to understand the scope and sequence of knowledge development in the field of art education and how it applies to classroom practice.</p>	Exit Survey	<p>3.58/4.0 average, which means that students are finishing in the target range on this goal.</p> <p>3.67/4.0 which means that students are finishing in the target range on this goal.</p> <p>3.42/4.0 which means that students are finishing in the target range on this goal.</p>	<p>GPA at time of graduation from all courses</p> <p>Survey of dispositions</p> <p>GPA at time of graduation from all courses</p>	<p>12 grads in 2015 AVG GPA was 3.92/4.0</p> <p>No data collected this year</p> <p>12 grads in 2015 AVG GPA was 3.92/4.0</p>	<p>At this time it has been determined that the data collected simply tells us that students are working in the target area by graduation.</p> <p>In order to better understand the details of student preparedness, we are working on a rubric for their culminating project that would be added to this group of assessments.</p>	<p>The program will remain the same, as it appears to be meeting our goals. Updating of classes occurs on a continual basis in order to make sure the content and assignments are relevant to the graduate student who is an art teacher.</p>	<p>We have identified that the final research project will probably allow us the best insight into the student's abilities for Goals 1 and 3. This year we will discuss additional and/or better ways to assess Goal 2.</p>	<p>All goals will be assessed again next year.</p>

Student Learning Outcomes Assessment
Department: Art

Academic Year: 2015-16
Program: Master of Fine Arts (all concentrations)

Year Assessed	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Item Assessment Tool	Proposed Action Item Program	Action Items Implemented	Objective to be Assessed Again/Next
2015-16	<i>Professional Proficiencies</i> 4.1-4.3 (Candidacy and Graduation).	Essay collected from graduating students during the 2014-15 academic year. Essays were scored using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric.	We received only one response from a graduating M.F.A. student, which did not provide us with enough data to complete a thorough analysis.	Grades in all graduate-level courses.	A total of 6 graduating students earned grades in a total of 93 courses in 2014-15. The student scored an average of 3.94 in these courses.	Beginning in 2016-17, the Art Department Graduate Committee will begin working on an MFA assessment plan that involves a required Artist Statement and a final Thesis Committee Review. Guidelines would be provided to graduating students early in the spring semester that will help guide the writing of the statements, and a rubric will be established to score the statements. Once the Graduate Committee agrees on a plan, it will be presented to the Assessment Committee for review.	None at this time. Once we have our new protocol in place, we might begin to collect data that would be more useful in making programmatic improvements.	For students with concentrations in Metals, Painting, Printmaking, and Sculpture, we have begun to ensure that 9 credits out of the 30 credit concentration be taught as Individualized Instruction in order to meet NASAD (National Association of Schools of Art and Design) requirements.	The Assessment Committee worked this year on revising our data collection protocol. We will begin a new assessment cycle next year and collect data for our Art Production objectives.