



Art Department Continuous Program Improvement Report for Academic Year 2019-2020

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Art Department Assessment Committee 2019-20

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Mission Statement

The Art Department promotes student excellence and leadership in the visual arts, art education and art history. As part of a liberal-arts community, the department integrates effective communication, critical thinking and creative problem solving in various traditional and emerging media, cultural and historical contexts, as well as professional art world practices. Our faculty is committed to effective teaching, professional practice, and research; we endeavor to build a culture of collaboration, respect, civic responsibility, and public engagement.

Vison Statement

To be the pre-eminent academic department of visual arts in the region and state.

Degree Programs

1. Bachelor of Arts in Art History
2. Bachelor of Fine Arts in Applied Media Arts (concentrations in Cinema, Graphic and Interactive Design, Photography)
3. Bachelor of Fine Arts in Studio Arts (concentrations in Ceramics, Drawing, Illustration, Jewelry and Metalsmithing, Painting, Printmaking, Sculpture, Wood/Furniture Design)
4. Bachelor of Science in Art Education (concentrations in Art Education and Community Arts)
5. Master of Arts (concentration in Art Education)
6. Master of Arts (concentrations in Ceramics, Jewelry/Metalsmithing, Painting, Printmaking, Sculpture)
7. Master of Fine Arts (concentrations in Ceramics, Jewelry/Metalsmithing, Painting, Printmaking, Sculpture)

Program: Bachelor of Arts in 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
2019-20	The Bachelor of Arts in Art History has been taken off moratorium and we two continuing and two new students in the program. As the program was on moratorium two years ago, we do not have students to assess. We anticipate that in two years we will have graduating seniors to assess.	N/A	N/A	N/A	N/A	As new Art History students near graduation we will collect an Exit Portfolio from our B.A. Art History that will differ from what we collect from our B.F.A. and BA students. This will include writing/ research samples, a written statement, and a résumé.	In 2020-21, formulate exit portfolio requirements for students graduating in 2021-22	None.	As we have no Art History students nearing graduation/assessment year, we will look ahead as to how to assess them as they come closer to graduation.

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
2019-20	We assessed the Professional Proficiencies objective using the materials we collected in 2018-19, and continued to collect exit portfolios in	The exit portfolios collected 2018-19 were assessed based on presentation and cohesiveness. Resumes were evaluated on	The overall average for Professional Proficiencies across all categories is 3.23, within our acceptable range, between “Exemplary” and “Above Average”. (See accompanying spreadsheet.)	For Studio Arts majors, we will assess grades in Professional Practices, taken Junior or Senior	The overall student average from our sample pool was 84.7, well within our target goal. The grades ranged from B+ to A. (See attached	More discussion is needed for rating resume in terms of how much to weight student activates,	Create an exit portfolio guide that would give guidance for photographing artwork, writing an artist	We revised the goals for Professional Proficiencies to more closely reflect what we teach. (see revised goals, page 20.) The rubric was revised to	Next year we will assess Cultural and Historical Contexts using the materials collected in students’ Exit Portfolios in 2019-20.

	<p>the academic year 2019-20. These exit portfolios consist of an artist statement based on a revised prompt, a portfolio of artworks and a resume.</p>	<p>the basis of engagement with the community. Artist statements were evaluated based on written communication skills. "Written Communication" was evaluated based on the ability of the student to clearly express their concepts, influences and processes, with the Written Communication Value Rubric used as a guide (p. 24).</p>	<p>The students overall did well in presentation of their work, averaging 3.4 out of 4, cohesiveness of the portfolio, averaging 3.3, and resume demonstrating engagement with the community, 3.4. The ratings of the artist statement and students' ability to communicate their concepts lagged behind with an average of 2.75. This is consistent with assessment previous years, where the students' writing lags behind their artwork.</p>	<p>year. For GAID concentrations, we will assess grades in Senior Projects. For Cinema concentrations, we will evaluate grades in the final course in the track, which focuses on their "senior reel", used to advertise their skills for potential employers.</p>	<p>spreadsheet.)</p>	<p>employment unrelated to their chosen field and non-school activity. We also need some more discussion about rating the artist statement, and how much we are rating their expression of their concepts versus their writing mechanics.</p>	<p>statement and resume. Have students label images in a standard way. Ask them to think about how they order images and evaluate this in the future as part of Professional Practices. Save all portfolios in the future to create an archive of student work for future purposes including PR. Tell students in the future that we will judge the quality of their work. We will edit the</p>	<p>reflect the new goals, and the rubric and prompt were revised to align with each other more closely. We revised the rubric rating headings ("exemplary", "above average etc.). We also worked in collaboration with the professor of Professional Practices, a Junior level class for Studio Arts majors, and provided resources she uses in her class on how to write and artist statement and photograph artwork. See revised rubric (page 15) and letter to</p>	
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							<p>letter to seniors with wording prompts to ask them to write about 1. Inspiration sources, 2. Content choices and 3. Their process. Further guidelines will be tailored according to what concentration they are pursuing, as a GAID statement should address different issues than a Studio Arts person, for example. We will continue to work with faculty to integrate more</p>	<p>graduating seniors, (page 13). We moved the portfolio submissions to Tartan Edge, to simplify the process and familiarize students with the career help at Tartan Edge. We also added written interview questions via Tartan Edge, which will help students prepare professionally as well as help our CPI process. The interview questions were "What are your goals for the next year? Next five years?" And "How does your work fit within current</p>	
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						<p>student writing about their artwork at all levels. Make further progress towards having a BFA thesis for all BFA majors. Create a capstone/thesis course for Studio Arts majors where they would work on a cohesive exhibit that has conceptual depth, craft and artist statement and resume.</p>	<p>development s in your field?" This will give students more professional preparation for when they have real interviews, and will help them think about these topics. We made progress in our goal to implement a BFA thesis. As part of that process, Suzanne Proulx and Dietrich Wegner worked with Ashley Spears to inventory spaces where all graduating seniors could have a BFA show or screening. (See pages 26-39). This brings us closer to</p>	
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								revising the BFA program to have a capstone/ BFA Thesis requirement for graduation. A BFA Thesis would have CPI embedded within it, and would be a more accurate and in-depth assessment of our seniors. It would also strengthen student learning and outcomes in all four of our assessment areas by having students think and write more deeply, develop their concepts more cohesively, and better prepare professionally	
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								<p>Following up on previous year's assessment goals of helping students' conceptual development and improve writing skills, Chair Jim Parlin led department-wide discussions about ways to improve this, and collated those notes and ideas for future initiatives.</p>	
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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
2019-20	In order to keep all of our programs on the same assessment	We utilized Praxis Art: Content knowledge scores as our primary	See Praxis Art: Content Knowledge scores (p. 44). All students fell within passing range. Edinboro students	As in the past, we will continue to reference	The average GPA was 3.78 for all 6 fall and spring graduates. The lowest	Two rubrics could be considered in the future,	Dr. Meier will continue to use a cyclical assessment	Dr. Meier uses an exemplar assessment approach in that she	Next year we will assess Cultural and Historical Contexts using the materials collected in students' Exit Portfolios in 2018-19.

	<p>cycle, we assessed Professional Proficiencies for our B.S. Art Education students in 2017-18.</p>	<p>direct measure (see page 44) as well as the Instructional Assessment Plan (IAP). Dr. Mary Elizabeth Meier summarized the results of different assessment components of the BSAE (see page 40.) The IAP is an assessment assigned to every student in the School of Ed and scores the student's capstone /culminating experience. It rates "the candidate's ability to design and reflect upon instruction" as well as implement that plan.</p>	<p>scored better than students across the state and all test takers by some metrics. 100 percent of Edinboro students passed at 158, compared with 77.72 percent of PA students and 73.16 or all test takers. 100 percent passed at 153, compared to 85.33 PA, 81.16 all. 50 percent passed at 163, a little lower than the state at 60.33 and all testers at 56.40. Edinboro's mean was slightly higher than the state and all testers, and the median was in line with the state and all test takers. Our lowest score was significantly higher than the state. Two BSAE students were selected at random for CPI assessment. One student initially scored target acceptable in 6 of 11 dimensions, 2 developing and 2 unacceptable. After conferring with Dr.</p>	<p>grades as our primary indirect measure. GPA at graduation was used for this measure.</p>	<p>GPA was 3.5 and the highest was 3.96, all well within the target range (see accompanying spreadsheet).</p>	<p>the PDE 430 and PDE 430A, which are scores of student teaching. Dr. Meier believes that currently the IAP is a better measure of Professional Proficiency for the Art Department. (see Dr. Meier's summary page 42).</p>	<p>process described in "action items implemented".</p>	<p>learns from the IAP rubric scores and comments, and revises her course content in the courses that prepare the student for their culminating experience (see page 42).</p>	
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			Meier and revising her plan, she scored Target in all 11 dimensions. The second student scored Target in all 11 dimensions and did not need revision (see page 41).						
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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
2019-20	Professional Proficiencies	None. A portfolio of manuscript from Culminating Experience, the last course in the program before graduation, would have been an effective direct measure, however the professor	None	GPA at time of graduation from all courses and grades in ARED 775 Culminating Experience, a 6-credit class that is a publishable research thesis.	6 students graduated in 2018-19, with an average GPA of 3.98, well within the target range. All 6 students earned 4.0's in Culminating Experience (see accompanying spreadsheet).	We could discuss collecting sample Culminating Experience/ART 775 portfolios and creating a rubric to evaluate them, though the grade in the course might be equivalent (see Dr. Meier's comments Page 43).	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. The professors in the program are continually revising course content based on current trends in education and technology.	Revising the measures to include ART 775 grades.	Next year we will assess Cultural and Historical Contexts.

		of that class retired and we do not have access to those manuscript							
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Program: Master of Arts (studio 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
2019-20	<p>Professional Proficiencies</p> <p>In 2017-18, the MA in Studio Arts was still on Moratorium and we had no MA students in the program. However, we had three students enroll in the re-instated M.A for 2018-19, though they pursued it as a post-baccalaureate-type year of study instead of an MA Degree. We have decided it is not relevant to evaluate these students this year, since the current students are not completing a degree;</p>	N/A	N/A	N/A	N/A	None.	N/A	N/A	N/A

	rather they are taking a post-Bach year to further develop their portfolio in order to apply to graduate schools, and CPI focuses on student competencies upon completion of a degree.								
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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
2019-20	In 2018-19 we had 5 students graduate from the MFA program. We evaluated them for Professional Proficiencies.	Thesis committee chair evaluations using a rubric the CPI committee devised for MFA assessment (see page 17).	All MFA students' evaluation scores were between "exemplary" and "above average", within the target range. The average score for artwork presentation was the highest of the four categories at 3.8. Artwork cohesiveness was an average of 3.6, resume	The indirect measure of Professional Proficiencies was the grade in the MFA Thesis Exhibition class. The focus of this grade is the quality of the artwork, but also includes presentation and	All MFA students earned an A on their MFA Thesis Exhibition. (See accompanying spreadsheet).	We feel the CPI rubric and process is effective for the MFA students. It is in many respects more effective than the undergraduate assessment model, because every graduating student is more thoroughly evaluated and has to present an oral defense. Every MFA student has to spend a great deal of time preparing and mounting a thesis show, writing an artist statement with faculty guidance, and crafting their resume. We hope to move	As we have previously proposed, continue to give students more opportunities to write about their work, though for the year assessed, this was no longer the weak link of all items being measured. Discuss this with all graduate	Our committee has stressed the importance of working with graduate students on their writing during all three years, and we have seen improvement in this area. We had yet more involvement with the Art Graduate Committee Head, who attended every CPI meeting. He was a great resource and helped differentiate how to apply our standards differently to graduate students than undergraduates. It was determined that the rubric for the	Next year we will assess Cultural and Historical Contexts. We will write a new rubric that graduate committees will use to assess graduating MFA students.

			<p>3.2 and artist statement 3.4 (see accompanying spreadsheet). While we used a similar rubric to the undergraduate BFA students, we applied higher standards than we did to the undergraduates.</p>	<p>artist statement . (see accompanying spreadsheet).</p>		<p>towards a similar model with a BFA thesis requirement for the BFA students.</p>	<p>instructors in Art and have them write artist statements earlier in their studies.</p>	<p>undergraduates for Professional Proficiencies still functioned will for the MFA graduates, but we applied a different standard. We wanted to see between a high 3 and 4 in the rubric score for graduates, as opposed to a 3-4 for undergraduates, since the graduates are closest to entering their professional field at a higher level.</p>	
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