

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Art DATE 1/17/08

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary Askim-Lovseth & Barbara Combs

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

The Art Department is accredited by the National Association of Schools of Art and Design; a self-study was completed before the site visit in April 2007. The Art Department offers three programs for students—a Bachelor of Arts, a Bachelor of Fine Arts, and a Master of Fine Arts. The Bachelor of Fine Arts Program is identified by the Department as a professional program in the assessment materials. Each program has four student learning goals with subsequent objectives for each goal. Three of the student learning goals are common across all programs (development of technical skills, oral and written communication skills, and cognitive skills for critical assessment); the fourth goal is differentiated based on the program as iterated below.

Undergraduate: The Bachelor of Arts Program (BA) focuses on students developing “cursory professional skills as artists needed for career advancement.” The Bachelor of Fine Arts Program (BFA) focuses on students developing “professional skills needed to promote their artwork and advance within their chosen careers.”

Graduate: The Master of Fine Arts Program (MFA) has as its focus student honing “professional skills as artists needed to promote their creative research and to advance within their chosen careers.”

In addition to the Departmental goals, please also consider UND’s Institutional and General Education goals for student learning (shown in alignment within parentheses). Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- U/G__ 1 Communication (“communicate effectively, both orally and in writing”)
 U/G__ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
 U/G__ 3 Informed choices (“make informed choices”)
 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
 5 Lifelong learning (“commit themselves to lifelong learning”)
 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate: Student learning goals of both undergraduate programs are aligned with three of UND’s Institutional and General Education goals. Communication (Goal 1) is inherent in the Programs’ Goal 2 relating to acquiring oral written skills. Critical/creative thinking (Goal 2) and informed choices (Goal 3) are evidenced in the Programs’ Goal 1 where students “...identify strengths and weaknesses in technique and take appropriate action to correct weaknesses...;” Goal 3, “Students will develop cognitive skills to critical/*sic*/ assess the conceptual basis for their artwork...;” and Goal 4, which focuses on the development of professional skills as artists (e.g., making decisions about display strategies and exhibitions).

Graduate: Student learning goals for the graduate program are similarly aligned with the three Institutional and General Education goals as noted above. At this level, student learning expectations are higher for some of the goals. The Program’s Goal 3 relates to ‘refining’ the critical thinking of students, and the Program’s Goal 4 focuses on broadening the professional management skills of the Master’s students which directly relates to making informed choices.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?	YES__X__	NO____	QUALIFIED Y/N ____
• If so, were specifically chosen assessment methods appropriately aligned with individual goals?	YES__X__	NO____	QUALIFIED Y/N ____
• Were both direct and indirect assessment methods used as components of a “multiple measures” approach?	YES__X__	NO____	QUALIFIED Y/N ____

Comments:

Assessment methods were well articulated for all three undergraduate and graduate programs. Written and oral communication measures were predominately used to assess student learning for the programs. These included oral presentations, multiple individual and/or group critiques throughout the semester of the students’ artwork (oral dialogue, but sometimes includes a written component), and written assignments (e.g., a paper that addresses the impact of the political, social, and cultural environments on art and artistic issues in a specific time period). Faculty members also visually assess all artwork. Additional measures for specific programs are noted below.

Undergraduate: Some students do independent studies (requires a written proposal) and/or submit their artwork to professional juried exhibitions that are sponsored by other academic institutions and professional venues to illustrate refined skill development. BFA students also do a visual documentation and oral presentation of their artwork that is in an exhibition. If it is a UND exhibition, students are responsible for its announcement, promotion, and all organizing and hosting of the art opening/reception.

Graduate: Additional assessment measures for the MFA Program, beyond those identified for BFA students, include an artist statement regarding the artwork, an oral defense of the exhibition work, and numerous writing activities such as grant/exhibition proposals.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES____	NO__X__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES____	NO__X__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO__X__	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES____	NO__X__	QUALIFIED Y/N ____

Comments:

Undergraduate and Graduate: For all undergraduate and graduate programs, statements were made that data were collected but there was no reference to the specifics of the data or the results. There was a comment relating to providing “quality educational experiences” but it was a subjective assessment, having no substantive foundation.

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- _____ 1 Communication ("communicate effectively, both orally and in writing")
- _____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- _____ 3 Informed choices ("make informed choices")
- _____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- _____ 5 Lifelong learning ("commit themselves to lifelong learning")
- _____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- _____ 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:
 Since no results were noted, their application to specific goals cannot be assessed.

Undergraduate:

Graduate:

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES_____ NO__X__ QUALIFIED Y/N _____

- If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?

YES_____ NO__X__ QUALIFIED Y/N _____

Comments:

It was noted that the data collected are under review by the faculty. The comments below were the only references to any actions taken, yet there were no results to substantiate the actions.

Undergraduate: It is noted that students in the two programs were informed at a Fall meeting of their programs' goals and how they differ from each other. Regarding the BFA program, it was noted that Art 494 (Professional Exhibition) will be a required course beginning Spring 2008 rather than an elective independent study in order to develop a higher level of professionalism with the students. It was noted that "...not all exhibitions reveal the same standards of high quality" because of differences in faculty supervision.

Graduate: A comment was made regarding requiring informal open critique sessions. This comment was not referenced to any rationale or assessment results and is still in the discussion stage.

SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☒ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- _____ Results are reported.
- _____ Results are tied to closing the loop.
 (Decision-making is tied to evidence.)

Areas for Improvement

- _____ No specific plan for assessment is in place.
- _____ Student learning goals are not well-articulated.
- _____ Assessment methods are not clearly described.
- _____ Assessment methods are not appropriately selected.
- _____ Assessment methods are not well-implemented.
- _____ A single type of assessment methods predominates.
- ☒ No results are reported.
- ☒ Results are not clearly tied to closing the loop.
 (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Goals and assessment methods for the three undergraduate and graduate programs within the Art Department are clearly articulated. A systematic method for collecting data and reporting the results, rather than a subjective assessment that the Department provides quality educational experiences and the student learning goals are met, will provide reliable data and clear direction to the department. Further, focusing on student-learning outcomes and using that as the basis for assessing the quality of the educational experiences will be critical to ensure meaningful closing the loop activities.

A rubric entitled “Context and Application” was included at the end of the assessment plan report. As noted it is designed to be applied in all degree programs to assess: performance, historical knowledge and professional practices. While the rubric is generic, there was a caution about applying the terms and descriptors evenly since “proficient” in the BA is different from “proficient” in the BFA or MFA. No additional explanations as to what these differences might entail were provided. Neither is it clear when the rubric would be applied nor how it relates to the other assessment methods delineated in the report. This was not referenced in the Annual Report, so it is unknown whether it was used in gathering the assessment data that the faculty are currently reviewing. Finally, the observable indicators were not aligned with learning goals but could be. The language of the goals is apparent in the indicators and the rubric descriptors and so we encourage faculty to add this alignment to the document.

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Section 1: U-Y; G-Y Section 2: U-Y; G-Y Section 3: U-NA; G-NA Section 4: U-NA; G-NA

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done