ART DEPARTMENT ASSESSMENT PLAN & REPORT  
(January 2008)

1. PROFILE

1.1 Art Department Mission Statement
The Art Department's mission is to provide students with a comprehensive and in-depth study in the visual arts. The art curriculum recognizes the value and merits of both Western and non-Western art traditions and their impact on the evolution of human experience. Students are to consider their work in the context of an increasingly globalized society. Students develop an understanding of aesthetics, critical and conceptual thinking, visual literacy and technical expertise in a creative and stimulating learning environment. The art curriculum prepares students to become disciplined and professional artists, art educators, creative problem solvers and critical thinkers equipped for the 21st century.

1.2 Factors that may affect assessment and learning in Art Department

1.2.1 The program is growing
The program in the Art Department has been experiencing continual growth. Aside from the steady increase in enrollment in Art Majors, Art Education Majors and Art Minors, there is a constant overflow of students seeking art classes for their Marketing Communication and General Education requirements. The Art Department and the University take this factor into account with their planning and development.

1.2.2 The field is changing rapidly
The field of visual art is going through swift changes. In addition to the traditional art forms, new arts in various forms such as media-arts are springing up in response to rapid development in technology and changes in the industry and social conditions. Digital imagery, interactive processes and net-based graphics are and will continue to be making significant impact on graphic design, photography and new art forms. The art department is looking at its programs and facilities to continue with this development.

1.2.3 Changes in the faculty profile
It is expected that within the next three years, the current Chair of the Art Department will retire from the University. Furthermore, this will likely be followed soon after by two or more faculty members’ retirement. Since the faculty’s expertise is the vital driving force behind the teaching and learning in their respective studio arts areas, it is possible that the program and its focus may alter, depending on the replacement and the changes taking place in the field.

2. ASSESSMENT REVIEW

2.1 Art Department’s present position in the assessment process since the last report
Several regular departmental meetings have been held since Fall 2006 to inform faculty members and implement the assessment tasks. The Art Department has recently completed its collection and analysis of the specific data which are more closely related to the currently identified student
learning outcomes. The necessary actions based on the results are being discussed. In addition, the University Assessment Committee’s feedback on the Art Department’s “Assessment Elements” has also been considered to evaluate and possibly revise the Department’s assessment process. The present departmental goals and objectives have been stated to pertain to all degrees offered by the Art Department with special emphasis on Art Major, Broad Area Art Major and Bachelor of Fine Arts. It has been noted that additional work is needed to better serve the Art Education degree.

2.2 The learning objectives/outcomes that the Art Department is focusing on:

With the Assessment Committee’s comments and suggestions from faculty members, the Art Department learning outcomes have been revised as follows:

Upon completion of the program, students will:

- **Outcome 1:** possess a high level of dexterity, craftsmanship, creativity, visual problem solving skill, media and technology expertise to produce quality work in visual art;
- **Outcome 2:** demonstrate critical analysis and refined articulation in discussions of visual phenomena and artwork;
- **Outcome 3:** acquire a broad aesthetic base in historical and contemporary arts and cultures;
- **Outcome 4:** excel in preparation and exhibition of finished artwork.
- **Outcome 5 (new):** as art education majors, attain broad content knowledge in visual arts and professional pedagogical skills in teaching to prepare them as art teachers for K-12 levels.

Currently, our evidence indicates that the students are doing well in outcome 1 and 3. It is determined that more attention is needed to improve students’ learning in Outcomes 2 and 4. Furthermore, since the department has only recently incorporated outcome 5, we will also need to proceed with assessment tasks to evaluate students’ learning in this area.

2.3 Identification of where Objectives/Outcomes are being achieved

**Outcome 1:** Dexterity, craftsmanship, media, technology and creativity to create

This outcome is being achieved in one or more of the following courses:
- Art 225 Advertising Design
- Art 238 Introduction to Painting

**Outcome 2:** Critical analysis of visual phenomena and criteria for new experiences.

This outcome is being achieved in the following course:
- Art 485 Art Seminar (art projects, critiques and presentation)

**Outcome 3:** Aesthetic base in historical and contemporary arts and cultures.

This outcome is being achieved in the following courses:
- Art 211 Western Art to 1500
- Art 212 Art History Since 1500
Outcome 4: Working procedures for visual problem solving and exhibiting finished works. This outcome is being achieved in the following course:
   Art 309   Senior Exhibition

Outcome 5: Broad content knowledge in visual arts and professional pedagogical skills in preparation for a teaching profession in art K-12 levels.
   This outcome is being achieved in the following manner:
   - Students take(took) the Praxis II Art Content Exam for Teacher Licensing
     Report run date: 1/30/2007
     Results: 35 students tested; scores range from 138 to 199; 155 being the passing score;
     2 out of 35 scored below 155.
   - Assessment of teaching portfolio and other relevant material is being considered.

2.4 Timetable Indicating the Cycle of Assessment and Continuous Improvement

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Timetable – Cycle of Assessment &amp; Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data measured</td>
</tr>
<tr>
<td>1</td>
<td>Craftsmanship, media, technology and creativity – Studio Art classes</td>
</tr>
<tr>
<td>2</td>
<td>Analysis of visual phenomena – Art 485 – Art Seminar</td>
</tr>
<tr>
<td>3</td>
<td>Aesthetic base in art history – Art 211 – Art 212</td>
</tr>
<tr>
<td>4</td>
<td>Exhibiting finished works – Art 309 – Senior Exhibition</td>
</tr>
<tr>
<td>5</td>
<td>Content knowledge and professional pedagogical skills for Art Education Majors</td>
</tr>
</tbody>
</table>

*Identify the time frame to pursue continuous improvement of our assessment efforts.
The Art Department’s assessment measures, students’ learning outcomes and how the results are used can be viewed in the chart below:

<table>
<thead>
<tr>
<th>Assessment measures</th>
<th>Outcomes</th>
<th>How the information is used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the quality of students’ artwork (required of all majors)</td>
<td>√</td>
<td>In studio art courses which are required of all art majors, students’ artwork is assessed at mid and end of term. The results are analyzed to determine actions needed to improve their learning outcome and possible changes to the department’s methods of evaluation.</td>
</tr>
<tr>
<td>Critiques and written tasks required of all majors - measurement of ability in oral and written analysis of artwork produced and special topics</td>
<td>√</td>
<td>The measurement of students’ performance in this area is conducted several times within a semester. The results help us understand what additional training (such as professional terminology, opportunities to talk critically about their work and others’) that the students need to improve their analytical skills.</td>
</tr>
<tr>
<td>Tests and exams required of all majors – assessment of knowledge of art traditions in historical and contemporary cultures</td>
<td>√</td>
<td>The tools are comprehensive assessment of students’ basic knowledge of many different topics; and the results inform the department on where the strength and weakness of the teaching and learning in this area. Follow-up actions for improvement are devised accordingly at the end of each academic year.</td>
</tr>
<tr>
<td>Results of Praxis II exam and Teaching Certification Portfolio to obtain teaching licensure in K – 12 art</td>
<td>√ √ √</td>
<td>The results will assist the department in doing a better job in preparing student-teachers in meeting the content knowledge base in art and preparation in the ten Wisconsin state teaching standards.</td>
</tr>
<tr>
<td>Assessment of student’s art exhibition – required of all seniors</td>
<td>√ √ √</td>
<td>Each semester the Exhibition Review Committee meets to assess students’ artwork, presentation and defense in senior exhibitions. The results demonstrate the quality of work, exhibition skills and articulation of ideas the students have attained. Opportunities revealed in this assessment task are examined to pursue possible ways to improve students’ learning.</td>
</tr>
<tr>
<td>Alumni survey / success in graduate school / teaching position / employers’ comments</td>
<td>√ √ √</td>
<td>Data from the annual survey help with the improvement of courses, learning activities and teacher preparation.</td>
</tr>
<tr>
<td>Exit survey of seniors</td>
<td>√ √ √ √</td>
<td>Data from the survey are used to inform the department about changes needed to offer a better program, and design a more relevant and better defined survey questionnaire.</td>
</tr>
</tbody>
</table>

3. **ASSESSMENT RESULTS AND ACTION PLAN**

3.1 **Description of the results found in the assessment that was conducted**

- Results from exit interviews indicate that expectations for BFA and Art Major art exhibitions are sometimes not entirely clear to the students.
- Reviews of students’ art exhibitions also point toward opportunities in elevating the quality of some of the outcomes.
- Some students could have performed better in their critical analysis and articulation of visual phenomena and artwork.
• The results from exit interviews also indicate concern for access to studio courses, offering a variety of art history courses and options.

3.2 Actions that are being made to improve student learning based on the assessment results:

• More explicit guidelines are being developed to assist students in preparing for their BFA and Art Major art exhibitions.
• Expectations about the quality of artwork in exhibitions are being further explained and stressed.
• Exercise with focus on professional terminology, critical thinking and better presentation will be conducted to help students develop their performance in offering critical analysis and better articulation of visual phenomena and artwork.
• The Art Department will study and seek options to provide more flexible timetabling and scheduling in order to help students gain better access to studio and art history courses, thus giving them a more sound, coherent and productive program of study which will enhance the quality of their learning outcome.

3.3 The results are being made available to the student and others:
The Art Department will publish the results on the department’s website and possibly make the results available at the art office. It is being discussed whether faculty members can also share this information with their students in class.

4. RECOMMENDATION FOR IMPROVING ASSESSMENT PROCESSES

4.1 Specific changes that are being taken to improve the assessment of student learning in the Art Department:

• Define the FOUR students’ learning outcomes better; at present they are complex, have numerous sub-outcomes, possibly overlapping, and difficult to differentiate. (University Assessment Committee’s Comments).
• With well-defined outcomes, more appropriate assessment tools and items are going to be put in place to measure students’ learning. (University Assessment Committee’s Comments)
• Incorporate a 5th outcome (scores and portfolio reviews) which will assess art education majors’ professional and pedagogical training as pre-service art teachers.

4.2 The Art Department’s next step in its assessment process

• The Art Department will implement the changes outlined above (item 4.1)
• Apply the recommendations and changes to improve students’ learning and the assessment of outcome 2 & 4.
• We believe our exit survey had questions that were misleading. We will review and refine the questions to obtain a better picture of the outcomes.
• More viewpoints and suggestions will be requested from faculty members to improve the assessment process and students’ learning.
• Develop more specific guidelines for students to meet the exhibition requirement for BFA and Broad Area Art Majors.
• Incorporate learning outcomes and changes needed for our art education majors to meet the Praxis II exam requirement.
• In an effort to effectively monitor our progress toward achieving its goals, the Art Department will continue to meet regularly to review its goals and assess its effectiveness in meeting student needs.
• The Art Department will put greater emphasis on its reviews of the students’ exhibitions that highlight the quality of their work during their experience in the department.
• Explore scheduling options (in studio arts and art history) that will assist majors in acquiring a more productive and coherent program of study to better achieve the outcomes.
• Seek funding and opportunities to maintain and upgrade the teaching and learning facilities.

5. DATA FROM INSTITUTIONAL RESEARCH

Number of majors in the program

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 03</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 2nd Major</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Art BA</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Art BS Broad</td>
<td>70</td>
<td>79</td>
<td>76</td>
<td>69</td>
</tr>
<tr>
<td>Art BS No sub</td>
<td>32</td>
<td>39</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Art Education</td>
<td>51</td>
<td>56</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>B.F.A.</td>
<td>35</td>
<td>27</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>204</td>
<td>212</td>
<td>186</td>
<td>170</td>
</tr>
</tbody>
</table>

Number of full and part-time faculty: 12

Professors         7
Associate Professors 1
Assistant Professors 0
Academic staff      4