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| **California State University, Fresno****College of Arts and Humanities****Department of Art and Design – BA Art****Program Assessment Coordinator: Matthew Hopson-Walker** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The Department of Art and Design provides the skills and understanding, humanistic values and cultural awareness that form the foundation of knowledge in the visual arts. The department offers programs in fine and applied areas of visual art and design that engage students in inquiry and discovery. These programs help prepare students to be artists, historians of art, designers, educators, and informed and thoughtful citizens in the community and in a global society.To accomplish this mission, the department sets several goals for itself. First, it teaches mastery of the tools, techniques, and concepts necessary to produce art and design work. Secondly, the department teaches understanding of the history of art and the appreciation of diverse cultures. Third, the department teaches methods of inquiry and critical thinking that engage students with contemporary ideas in art and foster understanding of what is significant and worthy of effort in a humanities-centered program in art. Fourth, the department offers programs in education and exhibition that help illuminate and develop the experience of art and design in the community. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring specialized knowledge

2. Applying knowledge

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

## The degree focus is breadth of general studies combined with comprehensive studies in studio art and an area of emphasis within studio art such as ceramics, drawing, painting, photography, printmaking, and sculpture.

* + 1. PLO – Introduce students to the materials, processes, and concepts of studio art practice.
			1. SLO – Students will develop a basic knowledge of materials and techniques used in creating art.
			2. SLO – Students will produce work that shows knowledge and proficiency of composition, form, and include the principles of art and design in their creative practice.
		2. PLO – To expand the knowledge of multiple social and cultural traditions, issues and histories of art.

SLO – Students will apply conceptual elements and content in art to compose compelling and thought-provoking content.

* + 1. PLO – To recognize, experience, and maintain currency in the visual arts.

SLO – Students will develop projects that utilize contemporary approaches to materials and techniques relevant to their medium(s) of choice.

* + 1. PLO – To develop an awareness and relevance of the visual arts practice.

SLO - Students will connect their artistic process, content, and formal elements to a professional practice and medium(s).

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | 1 / a | 1 / b | 2 | 3 | 4 |
| ART 1 | I |  |  |  |  |
| ART 13 | I | I | I |  |  |
| ART 14 | I | I | I |  |  |
| ART 16 | I | I | I |  |  |
| ART 20 | I | I | I |  |  |
| ART 21 | I | I | I |  |  |
| ART 24 | I | I | I | I |  |
| ART 26 | I | I | I | I |  |
| ART 27 | I | I | I | I |  |
| ART 30 | I | I | I | I |  |
| ART 37 | I | I | I | I | I |
| ART 40 | I | I | I | I |  |
| ART 50 | I | I | I | I |  |
| ART 60 | I | I | I | I |  |
| ART 80 | D | D | D | D |  |
| ART 101 | I | I | I |  |  |
| ART 102 | I |  | I |  | I |
| ART 106 |  |  |  |  | D |
| ART 112 |  |  |  |  | M |
| ART 113 | D | D | D | I |  |
| ART 116 | D | D | D |  |  |
| ART 120 | D | D | D | I |  |
| ART 121 | D | D | D | D |  |
| ART 123 | M | M | M | M |  |
| ART 124 | D | D | D | D |  |
| ART 125 | D | D | D | D |  |
| ART 126 | D | D | D | D |  |
| ART 127 | D | D | D | D |  |
| ART 128 | M | M | M | M |  |
| ART 130 | D | D | D | D |  |
| ART 133 | D | D | D | D |  |
| ART 140 | D | D | D | D |  |
| ART 141 | M | M | M | M |  |
| ART 152 | D | D | D | D |  |
| ART 153 | M | M | M | M |  |
| ART 155 | D | D | D | D |  |
| ART 160 | D | D | D | D |  |
| ART 161 | M | M | M | M |  |
| ART 165 | D | D | D | D |  |
| ART 166 | D | D | D | D |  |
| ART 181 | D | D | D | D | D |
| ART 182 | D | D | D | D |  |
| ART 183 | M | M | M | M |  |
| ART 184 |  |  |  |  |  |
| ART 185 | D | D | D | D |  |
| ART 186 | D | D | D | D | D |
| ART 187a | M | M | M | M | D |
| ART 187b | M | M | M | M | D |
| ART 187c | M | M | M | M | D |
| ART 188 | I | I | I | I | I |
|  |  |  |  |  |  |
| ARTH 10 |  | I |  |  |  |
| ARTH 11 |  | I |  |  |  |
| ARTH 120, 122, 124, 126 |  | D |  |  |  |
| ARTH 131, 132, 136 |  | D |  |  |  |
| ARTH 160, 170, 173, 175 |  | D |  |  |  |

## SLO’s Mapped to Assessment Measures and Methods [e]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure | EvaluationMethod | 1 / a | 1 / b | 2 | 3 | 4 |
| Sophomore Digital Portfolio | Rubric | X | X | X |  | X |
| Senior Digital Portfolio | Rubric | X | X | X | X | X |
| Senior Exhibit | Rubric | X | X | X | X | X |
| Exit Survey | Score | X |  |  | X |  |
| Community Survey | Score |  | X |  | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
		1. Sophomore Digital Portfolio – Formative assessment collected from ART 37 which is required for all art majors. Taken by students generally in their sophomore year. Students submit digital portfolios of 10-20 images created during coursework up until that point. This assignment is assessed using a 12-point rubric. This assessment provides faculty with an understanding of the level and variation of beginning students and a baseline to determine range of progress. This review of student work will allow us to determine where students are at as they are completing their “Introduced” level courses from our Curriculum Map.

2. Senior Digital Portfolio – Summative assessment collected from ART 112-Gallery Techniques which is required for all art majors and ART 109T- Senior Seminar which is a new capstone course that is in the process of being added to the curriculum. Taken by students generally in their Junior or Senior year. Students submit digital portfolios comprised of 10-20 images from intermediate and advanced course work as an assignment which is assessed using the same 12-point rubric from students ART 37 course. This assessment provides faculty with an understanding of the level and variation of advanced students and In conjunction with the Sophomore Digital Portfolio to determine progress. This review of student work will allow us to determine where students are at as they are completing their “Developed” or “Mastering” level courses from our Curriculum Map.

3. Senior Exhibit – Capstone assessment collected from the Senior Exhibition required as part of a special topics course, ART 109T- Senior Seminar. This course is a pilot class for an intended capstone course taken as a culminating experience by all students in the final semester of their Senior year. ART 109T- Senior Seminar is in the process of being added to the curriculum. Faculty will use the a 12-point rubric to assess the work submitted by our graduating seniors. The Senior Exhibit review will allow us to review students who are in their final stages as a student and have completed “Mastering” level courses from our Curriculum Map.

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. Exit Survey – The questionnaire is will be administered when seniors retrieve their art works from the Senior Exhibition. It is short but will aid in determining curricular adjustments that may be beneficial to students.
		2. Community Constituents Survey – Area art professionals with affiliation to the University through employment and professional association with former and current students. The approach for this survey will be two fold. The department hosts two student exhibitions every academic year. In the Fall we have a Student Juried (peer reviewed) Exhibition and in the Spring the above mentioned Senior Exhibit. Each exhibition generally has 2-4 jurors (regional art professionals) who curate the work into the show and/or award prizes for each studio emphasis. The Jurors have a short conversation with the Gallery Director and will fill out a brief questionnaire regarding the overall quality of student work and level of professionalism shown in students submission choices.

## Assessment Schedule/Timeline [g]

|  |  |  |  |
| --- | --- | --- | --- |
| AcademicYear | Measure | SLO | SLO |
| 2018-2019 | Senior Exhibit  |  |  |
| 2019-2020 | **Cancelled for Covid19** |  |  |
| 2020-2021 | Sophomore PortfolioSenior Exhibit Exit Survey | 1a21a | 1b33 |
| 2021-2022 | Sophomore PortfolioSenior Portfolio Community Survey | 21b3 | 324 |
| 2022-2023 | Sophomore PortfolioSenior Exhibit Exit Survey | 1b1a1a | 21b3 |
| 2023-2024 | Sophomore PortfolioSenior Portfolio Community Survey | 221b | 433 |
| 2024-2025 | Sophomore PortfolioSenior Exhibit Exit Survey | 1a1b1a | 1b23 |
| 2025-2026 | Sophomore PortfolioSenior Portfolio Community Survey | 223 | 344 |
| 2026-2027 | Sophomore PortfolioSenior Exhibit Exit Survey | 31a1a | 41b3 |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| The studio area BA now encompasses three areas of emphasis: I. Drawing/Painting, II. Ceramics/Sculpture, and III. Printmaking/Photography. The faculty of the studio art area will hold meetings dedicated to conducting assessment evaluation, analyze results and propose changes in instruction, curricula, or program. Using the SOAP assessment schedule/timeline the studio area will focus on our effectiveness for specific SLOs but generally will be collecting data pertaining to all of the SLOs. This data collection will act to inform our ability to have a holistic approach to curriculum or program changes. At least one faculty form each area of emphasis will be in attendance and generally faculty from Art Education, Animation, and Art History also attend. The non-studio faculty are present to inform discussions regarding changes to the studio area that might impact other areas of the department. The studio area faculty will oversee the BA in Art yearly assessments by conducting meetings prior to its formulation to assess student materials, discuss collected materials, formulate data, and decide on appropriate measures to resolve any issues discovered. Yearly assessments will be shared with the Department Chair for feedback regarding resolutions prior to submission to the Director of Assessment. After each yearly report submission, the studio art faculty will meet to discuss the yearly report evaluation provided by the Director of Assessment. To better assess the PLO/SLOs the Studio Area may occasionally review the yearly assessments from Art History, Animation, and Graphic Design. Due to the shared core curriculum of the department being primarily taught in the Studio Area this will be essential to the area remaining current in its service to the department. This will take place during a general T/TT faculty meeting comprised of faculty from Studio Art, Graphic Design, Art Education, Animation, and Art History. This will culminate in a T/TT faculty meeting to discuss final recommendations being synthesized and voted upon.Proposed changes to instruction can be discussed and made by the studio area faculty unless it pertains to directing part-time faculty at which point the studio area will involve the department chair. Any proposed changes to curricula, or program that arise through assessment will be discussed by studio faculty and then discussed and voted on during a T/TT departmental meeting. Proposed curricular changes originate in the Studio Area Committee and are passed on to the Curriculum Committee with representatives from the Studio Art, Graphic Design, Interior Design and Art History areas prior to full consideration by the Department of Art and Design. Proposed changes are vetted by T/TT Department Faculty during monthly meetings with feedback from Studio Art, Graphic Design, Interior Design, and Art History regarding assessment practices and proposed changes. Program changes will follow the same path as curriculum changes but may require the involvement of the dean when appropriate.  |