

Assessment Cycle 2019 - 2020

Bachelor of Fine Arts

College: Arts and Sciences

Prepared by: Matt DeFord

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Approved by: Francene J Lemoine

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of Fine and Graphic Arts. The mission of the Art Unit within the School of Creative and Performing Arts operates under the mission of the university as a whole. This mission involves three primary goals: first, to provide quality instruction in a variety of disciplines; second, to encourage creative activity and scholarship, and third, to serve the college and surrounding community via the educational, cultural and economic opportunities provided by the university.

A broad range of educational offerings in fine and applied art and art history, in conjunction with the university's core curriculum, provides in-depth study for the professional major, as well as a body of knowledge associated with a liberal arts degree.

In addition to facilities, expertise and instruction regarding traditional media, the Art Unit has a strong commitment to technologically enhanced instruction and relevant technology curriculum. The availability of new technology and instruction is considered imperative by the faculty and administration.

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The Art Unit is committed to an academic and professional environment, which encourages creative activities, scholarship, and research. Faculty development in the areas of personal research and creative growth, technological competencies and teaching is nourished by the department and the university as a whole. This emphasis on active professional competence promotes excellence in the learning environment while engaging the public in university activities.

The university serves a diverse cultural and economic audience encompassing not only the local area, but also the state, region and beyond. Students come from small communities as well as metropolitan areas. Through academic offerings, art exhibitions, and the contributions of students to the community and contributions of graduates to the work force, the Art Unit is deeply tied to the surrounding community. The unit is committed to an environment of mutual respect, in which academic and cultural opportunities are made available; helping to meet the educational, cultural, and professional needs of the community at large.

Bachelors of Fine Arts Program Mission Statement: Students in the Bachelor of Fine Arts degree program will experience a thorough educational experience in the visual arts. They will learn a variety of foundational principles and mediums in art that will lead to upper level specificity and personal development. Each concentration will help the students reach their personal career and artistic goals by giving them opportunities through projects and class assignments to develop habits, style, and artistic voice. These class experiences will culminate with professional studies, business practices, and the capstone Senior Exhibition in order to provide the students with experience in planning, processing, and carrying out professional artistic and design practice. The students should graduate with the portfolio and experience to begin professional practice or graduate studies.

Methodology: The assessment process for the MA/MS program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program chair;
- (2) The program chair will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty if required (show cause);
- (5) The Program Chair will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

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Student Learning Outcomes:

SLO 1. Through directed studies in art and design, students secure an in-depth understanding and application of visual art techniques.

Measure: Testable through projects, annual student reviews with faculty advising committees and class critiques. Data will be collected through curricular benchmarks, annual student review rubric forms, and course reports. Faculty advising committees will collect data at annual student reviews. Data collected will allow faculty to assess current and future curricular needs. Acceptable data would show overall 50% of students secure an in-depth understanding and application of visual art techniques, or a 3.5 or better on the review rubric. The target data would show 80%. Faculty and students (curriculum and outcomes) reach a competitive level of professional proficiency early in the students' studies.

Findings: Target data not met. From annual student reviews data, we are currently at 46% of students that reach 3.5 or better in this area of our rubric. Acceptable data nearly reached.

Analysis: In AC 2018-2019, the target was not met. During AC 2018-2019, 56% of students reached 3.5 or better on the review rubric. To drive improvement, during AC 2019-2020, the curriculum was changed to have full-semester foundations classes. Also, more credit was given for student efforts. A full-time faculty member was brought on as an instructor for the Drawing I course instead of having an adjunct instructor. Advising methods were altered to be more forthright in nature.

Decision: Based on the analysis of the AC 2019-2020 results, faculty will adapt advising methods to improve communication. Faculty will increase the use of Moodle (the University's LMS) and online advising to better facilitate student schedules and quickly disseminate materials to students. Faculty will implement in-class demonstrations to better explain requirements on assignments to students. A pending retirement will open a position for a new faculty member to come in and broaden the scope of the program.

SLO 2. Students acquire valuable production experience that is reflected in their own independent achievements.

Measure: Observable through projects and academic patterns by regular faculty evaluations and review of sketchbook work. Data will be collected through annual student review rubric forms and curricular benchmarks. Faculty advising committees will collect data at annual student reviews. Data will allow faculty to assess current and future curricular needs, as well as frequency and quality of evaluation processes. Faculty and students (curriculum and outcomes) increase in the level of expectation and professional output. Students are expected and deliver a qualitative and quantitative level of involvement and production. Acceptable data would show overall 50% of students

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exhibiting high levels of production in their individual artistic achievements, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: Target not met.

Analysis: In AC 2018-2019 the target was met. To drive improvement in AC 2019-2020, faculty placed an emphasis on personal vision and reflection in all levels. The capstone courses were weighted heavier credit-wise. An artist talk was added as a requirement for students in capstone courses. In addition, students provided a reflection document following their capstone experience. Upper-level students were assessed to evaluate these changes and their actions in relation to them. Also, students were required to participate in self-reflection assignments.

As a result of these efforts, in AC 2019-2020, 54% of students achieved a 3.5 or better on the review rubric.

Decision: Based on the analysis of the AC 2019-2020 results, emphasis on personal vision and reflection will be added to all levels. Incoming faculty will instill creative thinking earlier in the curriculum. The artist talk will be discussed and prepared more fully with the students to improve their comprehension and appreciation of the assignment. The faculty coordinating the Senior Exhibition courses will enforce the completion of the reflection documents following the students' capstone experiences.

SLO 3. Students synthesize the curricular experience to meet their professional and creative goals.

Measure: Observable and testable through the curricular opportunity to take upper-level courses in specific areas and the presentation of a cohesive body of artwork at the end of their degree program. Testable through an alumni survey that will be administered at one-year, three-year and five-year intervals. Data will be collected through annual student review rubric forms, curricular benchmarks, reviews of exhibition, and through the administered surveys. Students will submit a proposal for their senior exhibition. Advisors and committees will assess the success or failure of the exhibits. Faculty will administer the surveys and collect the data. Data will allow faculty to assess current and future curricular needs. Faculty and students (curriculum and outcomes) work together to develop and foster their individual voice and style of the student in preparation for professional work. Acceptable data would show overall 50% of students synthesizing the curricular experience to meet their professional and creative goals, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: Target not met.

Analysis: In AC 2018-2019, the target was not met. During that AC, 23% of students scored 3.5 or better on the review rubric. To drive improvement during AC 2019-2020, the faculty teaching the Senior Exhibition course met with students to provide clear expectations and requirements for the projects. As a result of efforts made by faculty to

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engage with students and encourage reflection, student-to-faculty collaboration, and student artwork quality increased. In AC 2019-2020, 50% of students scored 3.5 or better on the review rubric.

Decision: Based on the analysis of the AC 2019-2020 results, students taking the capstone experience classes will have a beginning-of-semester meeting to outline the curricular expectations and procedures. This meeting will facilitate further dissemination of the reflection document and provide insights into the artist talk.

SLO 4. Students participate in experiences that encourage familiarity with a broad variety of work in various specializations and media.

Measure: Observable through participation in departmental or class field trips to museums, galleries and design centers, and participation in student exhibitions and organizations. Keep track of percentage of majors attending major semester field trips, entering annual the student exhibition. Data will be collected by generating lists of the percentage of students attending the various class and departmental trips. Also, in annual student reviews, faculty will report independent trips the students have initiated, and their participation in student and other exhibitions. Faculty will collect the data for student exhibition participation, and the data for student trip attendance. Data will allow faculty to assess frequency and effectiveness of exhibitions and trips. Faculty and students (curriculum and outcome) will foster an atmosphere of learning through participation in gallery and extra-curricular experiences. Acceptable data would show overall 50% of students participating in enrichment experiences, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: Target not met.

Analysis: In AC 2018-2019, the target was not met. During that AC, 49% of students achieved a 3.5 or better on the review rubric. To drive improvement during AC 2019-2020, the department scheduled more frequent, higher-quality, inexpensive field trips. Trips to a larger variety of locations were also scheduled (e.g., New Mexico, Shreveport, Dallas, etc.). The trip to the Van Gogh exhibit in Houston, TX was made available to the University as a whole. This increase in participation led to a core of students that consistently participated in trips. The Art History faculty required all students to attend art receptions.

Decision: Based on the analysis of the AC 2019-2020 results, the faculty will continue to require students to attend art exhibitions and receptions. Faculty will engage students further in online exhibitions and receptions when travel may not be possible. The use of online exhibits will allow for an increase in student participation as the students will not have to take time away from work or studies for travel.

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Comprehensive summary of key evidence of improvements based on analysis of results

As a result of our analysis of the AC 2018-2019 data, the following were implemented in AC 2019-2020:

- The curriculum was changed to have full-semester foundations classes
- More credit was given for student efforts
- A full-time faculty member was brought on as an instructor for the Drawing I course instead of having an adjunct instructor
- Advising methods were altered to be more forthright in nature
- Faculty placed an emphasis on personal vision and reflection in all levels
- The capstone courses were weighted heavier credit-wise
- An artist talk was added as a requirement for students in capstone courses
- Students provided a reflection document following their capstone experience
- Upper-level students were assessed to evaluate these changes and their actions in relation to them
- Students were required to participate in self-reflection assignments
- The faculty teaching the Senior Exhibition course met with students to provide clear expectations and requirements for the projects.
- The department scheduled more frequent, higher-quality, inexpensive field trips. Trips to a larger variety of locations were also scheduled
- The trip to the Van Gogh exhibit in Houston, TX was made available to the University as a whole
- The Art History faculty required all students to attend art receptions

Plan of action moving forward

To drive improvement in AC 2020-2021, the following will be implemented:

- Faculty will further adapt advising methods to improve communication
- Faculty will increase the use of Moodle (the University's LMS) and online advising to better facilitate student schedules and quickly disseminate materials to students
- Faculty will implement in-class demonstrations to better explain requirements on assignments to students
- A pending retirement will open a position for a new faculty member to come in and broaden the scope of the program
- Emphasis on personal vision and reflection will be added to all levels
- Incoming faculty will instill creative thinking earlier in the curriculum
- The artist talk will be discussed and prepared more fully with the students in order to improve their comprehension and appreciation of the assignment
- The faculty coordinating the Senior Exhibition courses will enforce the completion of the reflection documents following the students' capstone experiences
- Students taking the capstone experience classes will have a beginning-of-

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- semester meeting to outline the curricular expectations and procedures
- The faculty will continue to require students to attend art exhibitions and receptions
 - Faculty will engage students further in online exhibitions and receptions when travel may not be possible