EWU Programmatic SLO Assessment
AY 2014-15 and "Closing the Loop" for AY 2013-14
Reports are due to your Dean and to Dr. Helen Bergland (hbergland@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.

Degree/Certificate: Bachelor of Arts/Studio; Bachelor of Arts/Art History; Bachelor of Fine Arts/Studio; Bachelor of Art in Education/Sec. & Ele.

Submitted by: Jodi Patterson
Date: April 22, 2015

Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year:

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

For the 2014-15 AY, the programs in the Art Department (BFA/Studio, BA/Studio, BA/Art History, BAE/Art Ed.) chose to assess the following student learning objective: *"Develop strong studio skills in a variety of media that helps them form a well developed understanding of personal art making."*

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____*SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*

_____*SLO is met, but with changes forthcoming;*

___x___*SLO is met without change required*

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Description of:

To assist the program in knowing where students' strengths lie, self-evaluation forms (via a student survey) were provided to degree-seeking Art students. The survey was compiled with input between Jodi Patterson, Greg duMonthier and Helen Bergland. The final form provided students with a matrix where students could identify how strong they felt their studio skills are and offered a broad choice of perceived strengths (from 5 very strong; 4; 3 somewhat strong; 2; 1 weak). Since we hope that students develop strong studio skills "in a variety of media," we deemed answers of "5 Very Strong," and "4" in more than one area to affirm this objective.

Reason for:

The Department was curious to learn how students perceived/assessed their own learning. A survey was concluded to be the best way to include as many department programs, studio skills and students as possible.

Implementation of:

Professors in painting, sculpture, art history, ceramics, art education and digital art were given surveys to hand out to their degree-seeking students. Surveys were anonymously answered by students and returned to their professors. Students were not allowed to fill out more than one survey. The professors returned the surveys to Jodi Patterson. Jodi compiled the information and emailed results to faculty for input. Twenty-five (25) students participated in the survey. All students happened to be of Junior or Senior standing.

4. **Observations gathered from data**: Include findings and analyses based on the strategies and methods identified in item #3.

   a. Findings: Twenty-two (22) students considered they have developed strong studio skills in a variety of media that helps them form a well-developed understanding of personal art making.

      Three (3) students did not consider they have developed strong studio skills in a variety of media that helps them form a well -developed understanding of personal art making. The three students indicated they did have strong studio skills in one medium.

   b. Analysis of findings:
      As surveys were returned, the relevant data point for this assessment included if students marked at least two categories in the "5" or "4" box. 88% of students believe they meet the Department's Student Learning Objective; 12% of students do not. The Department's analysis of these findings is that they are achieving this Student Learning Objective.

      Secondary information from the survey is compiled below for discussion and reference amongst the faculty. Of the students surveyed:
      • Eight were of senior standing
      • Seventeen were of junior standing (possibly leaving time to acquire more strong skills)
      • The three students who did not feel they had acquired a variety of strong studio skills were seniors in the BA/studio program. Two considered themselves to have "strong" Digital Imaging skills and one to have "very strong" Drawing skills.
      • The studio skill that most students feel they have developed strong or very strong skills in is Drawing; Painting is second.

- The studio skill that most of the students feel they do not have strong skills in is in Film Photography; with Sculpting and Wheel Throwing are tied for second.
- Many students felt they had strong or very strong studio skills in more than two areas:

0 area	1 area	2 areas	3 areas	4 areas	5 areas	6 areas	7 areas	8 areas	9 areas	10 areas
	3	2	4	3	5	2	1	3	0	2

The table below shows student responses. The gray "total" area adds the total number of "very strong" to "strong" answers against the total "somewhat" to "weak" answers. In 30% of the categories, more students feel they have strong studio skills vs. not (painting, drawing and digital imaging.) In 70% of the categories, the ratio is flipped. This ratio, in concert with the chart above, is congruent with Departmental expectations, as the time and practice it takes to develop strong skills in any one area is quite extensive.

STUDIO SKILL	5 very strong	4	Total 5,4/ 3,2,1	3 somewhat strong	2	1 weak	no response
Paint	7	9	16/ 9	3	4	2	
Draw	9	11	20/ 5	2	3	0	
Digital imaging	8	5	13/ 11	8	2	1	1
Sculpting	8	2	10/ 15	6	4	5	
Digital Photography	4	5	9/ 16	6	6	4	
Film Photography	5	1	6/ 17	3	6	8	2
Designing	6	4	10/ 14	8	2	4	1
Ceramics: hand-build	7	6	13/ 12	7	1	4	
Ceramics: Wheel throw	8	2	10/ 15	2	4	9	
Printmaking	5	5	10/ 13	4	3	6	2

5. What program changes will be made based on the assessment results?

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Faculty will review the data and use it to their benefit and the benefit of their students.

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

N/A

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

Three factors are seen as weaknesses in the survey:
1. Ideally, we'd like to have more student and faculty participation in the assessment process.
2. The content area (studio skill) class where the survey's came from were generally strongest in that area per batch, so mandating all content courses participate would likely alter the results in the favor of the medium. In fairness, a batch of surveys were not received from a film photography class.
3. The survey does not indicate (or mandate) that the studio skill acquired was from studying with the EWU art department. It is possible that some of the skills were transferred from another college.

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NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

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In response to the university's accrediting body, the Northwest Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

***Working definition for closing the loop**: Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to*

identify and implement strategies for improving student learning." Adapted 8.21.13 from http://www.hamline.edu/learning-outcomes/closing-loop.html.

1. **Student Learning Outcome(s)** assessed for 2013-14
    No changes were needed for BA/art; BFA/studio; BA/art history or BAE/ele.

- BAE/Secondary Art SLO: Knows and understands the importance of associations, museums, and professional organizations connected to their profession.

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

- (Course Content Changes).   I need to show clearer examples of opportunities art museums offer to educators, so all students will be able to recognize and utilize the wealth of resources, community and development offered online.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

    After implanting changes stated in #2 above, ALL students in 2014-15 art education courses were able to link national and regional art museum education links to their digital portfolio.

4. What **further changes to curriculum, pedagogy, mode of delivery,** etc. are projected based on closing-the-loop data, findings and analysis?

    None.