

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**BA Art Studio**

**OR enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

**Q1.1.**

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

**Q1.2.**

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

We are focusing on 192A Senior Seminar, our capstone class. In this class we assess the following BLGs:  
Competence in the Discipline: students work on self-directed studio work that demonstrates their ability to synthesize what they have learned throughout the degree program.  
Intellectual and Practical Skills: the course involves creative thinking through group, peer-to-peer and individual critiques where students articulate the subject and content of their work.  
Personal and Social Responsibility: Students participate as a team in organizing all aspects of a group show. Because it is a collective exhibition students practice collaboration and team work at a high level: respect of individual ideas and spaces are critical elements of the show.  
Integrative Learning: students put together intellectual and practical skills, and knowledge of contemporary and historical precedents in the realization of their work.

**Q1.2.1.**

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

1. Yes  
 2. No  
 3. Don't know

(Remember: **Save your progress**)

## Section 2: Report One Learning Outcome in Detail

### Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

**Overall Disciplinary Knowledge**

If your PLO is **not listed, please enter it here:**

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

#### Creative Thinking

In all the studio areas, course work focuses on modes and methods of creative thinking. Through all projects, whether they are sculpture, new media, painting, drawing, printmaking, small metals, or ceramics, faculty work with students to employ a wide range of strategies that encourage thought processes that go beyond intellectual analysis and invite an intuitive, sensory modality to art making. The Senior Seminar culminates in the direct application of creative thinking through individual student work, and the group exhibition.

#### Team work

The Senior Seminar involves a group exhibition that students are required to participate in. The students organize all aspects of the show to include: exhibition coordination; publicity, PR, and print materials; installation design; physical installation of work; exhibition reception; and de-installation. Students form committees to organize various aspects of this process, and must work in cooperation with each other as a cohesive team.

#### Integrative and Applied Learning

Students develop significant professional skills in the senior seminar (ART 192A). The seminar synthesizes the curriculum. This includes: application of a range of technical skills; realization of cumulative studio practice; and integration of various course content (such as gallery management, art history, and studio course offerings, where they focus on their emphasis area in the upper division to build their body of work).

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

1. Yes  
 2. No  
 3. Don't know

4. N/A

**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Rubrics for the course involve the following:

Regarding Class Work: student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with exceptional creativity.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline.


Regarding Homework: In the case of studio assigned homework (activity) the student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments. The work demonstrates skill, good judgment, and application of principles. For written assignments, oral presentations, and research, the work/ presentation/document, presents sound research and is well written and well presented.

Regarding Studio Exhibition: student demonstrates outstanding skill, discernment and understanding of the visual principles in exhibiting their work. The quality of work as exhibited in the gallery is excellent, and it is integrated with exceptional creativity and skills.

Regarding Participation: student demonstrates through teamwork, curation, and interaction in installing the exhibition an outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in mounting the exhibition.

Regarding Collaboration: in the case of the exhibition, the student participates in the event in all its elements: publicity, curation, installation, signage, reception, striking show, and creatively exploits possibilities for the exhibition their work. The mounted exhibition demonstrates student's skill, good judgment, and application of exhibition principles. For the exhibition, the work is shown with exceptional skill and attention to professional exhibition practices.

 STANDARD GRADING RUBRIC FOR ART STUDIO COURSES.docx  
14.13 KB

 STUDIO RUBRIC- EXHIBITION.docx  
14.71 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: BFA program Proposal

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

1. Yes  
 2. No (skip to **Q6**)  
 3. Don't know (skip to **Q6**)  
 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

1. Yes  
 2. No (skip to **Q6**)  
 3. Don't know (skip to **Q6**)  
 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Creative Thinking:  
Evidence collected/assessed in student written work (blog)  
Oral evidence through peer review and group critiques  
Integrative and Applied Learning:  
Visual evidence through portfolio work  
Studio faculty observation of exhibition  
Teamwork:  
Observed student performance in groups, and outcomes in exhibition realization  
Documentation of exhibition

**(Remember: Save your progress)**

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes  
 2. No (skip to **Q3.7**)  
 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

**Q3.3.2.**

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

Blog visual diary/electronic sketchbook:

Demonstrates written and visual evidence of ongoing creative thinking in the process of creating work (PLO 7)

Student presentations:

Students give a presentation on their artwork created prior to the Senior Seminar. This demonstrates how coursework created throughout the program culminates in the development of their own visual language. This is the starting point for their work in the Senior Seminar (PLO 16)

Studio work:

Studio work created throughout the semester in Senior Seminar demonstrates a realization of integrative and applied learning. Student apply knowledge of art history, creative and critical thinking, and studio skills in their culminating portfolio of work (PLO 16)

Artist statement and CV:

CV: students create a professional CV that evidences their professional experiences to date (PLO 16)

Artist Statment: the Artist Statement reflects the student's creative dialog with their work, evidencing their creative thinking (PLO 7)

Ongoing peer and group critiques:

Students critique their own and others' work. They learn how to articulate their ideas, how to give constructive feedback to others, and how to positively respond to feedback received (PLO 7 and 9)

Final critique:

An oral defence/visual presentation that articulates: student's creative and critical thinking; and synthesis of knowledge, skills and integrative learning (PLO 7 and 16)

Exhibition:

A visual presentation of culminating work, which facilitates: observation of student performance in groups; collaboration and cooperation; and outcomes presented in exhibition a realization (PLO 7, 9 and 16)

Attached: syllabi for 192A



**Art192A Syllabus F17.pdf**  
156 KB



**2018SP\_192A\_OrtbalR\_Syllabus.pdf**  
128.43 KB

**Q3.4.**

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know

4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Student sample work was chosen via the participants in the ART 192A, Senior Seminar capstone course.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

We reviewed exactly the number of students enrolled each semester in the capstone courses.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

Fall 2017: 20 Students, Spring 2018: 15 Students

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

The samples of student work were approximately...

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

1. Yes  
 2. No  
 3. Don't know

**(Remember: Save your progress)**

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

1. Yes  
 2. No (skip to **Q3.8**)  
 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**



Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

Confidential student evaluation data used

 No file attached

 No file attached

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

Evaluated by Studio Art Faculty

**Q3.8.2.**

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

Faculty observation (faculty visiting student shows)  
Faculty discussion and evaluation of outcomes during Studio Faculty meetings

 No file attached  No file attached


**(Remember: Save your progress)**


**Question 4: Data, Findings, and Conclusions**

**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

Not applicable.


 No file attached


 No file attached

#### Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Yes, most students are doing well and are successful at the program standard, or have exceeded the standard. However, some student work (about 5%) shows signs of a minimal to low reach in attaining the program standard. In order to achieve a higher level of success among the low performing students, faculty have discussed implementing more robust incremental grading strategies as well as more faculty indirect input in the Senior Seminar, for example New Media faculty can step in and assist painting faculty with struggling students. This will allow more faculty/student collaboration in Art 192A.

 No file attached

 No file attached

#### Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

#### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

**Question 5: Use of Assessment Data (Closing the Loop)**

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We are planning to move from one to two exhibitions per year, to better facilitate the pending BFA program, and allow more opportunity for students to practice/engage with the PLOs.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- 1. Yes, describe your plan:

Adjust the syllabi for faculty teaching in the fall semester to account for the additional show.  
 Inform all faculty of the changes.  
 Faculty discussion and evaluation of outcomes during Studio Faculty meetings.  
 Discuss the impact of the additional show with all studio faculty at the end of the academic year.  
 Document both shows for assessment purposes.

- 2. No
- 3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a Bit	Some	Not at All	N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: Reinstituted paper evaluations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

3.Improving advising and mentoring:

We instituted a new advising policy whereby student advising is more evenly distributed amongst studio faculty. This ensures advisors are available when students need course, program or any individual advising. This particularly targets students who are struggling with coursework or navigating their way through the program.

8. Program Review:

We are actively responding to the most recent NASAD program assesment. As a result we have developed a new BFA program in Studio Art to provide a professional degree for our students.

20. We have hired a new faculty member in Printmaking to re-establish the Printmaking emphasis.

23. Reinstituted paper student evaluations resulted in student evaluation data being consistent over all courses.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

9. Other, please specify:



**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Not applicable

(Remember: **Save your progress**)

**Section 3: Report Other Assessment Activities**

Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

Not applicable.

No file attached

No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

Not applicable.

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

a.

b.

c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Improving advising and mentoring:  
 We instituted a new advising policy whereby student advising is more evenly distributed amongst studio faculty. This ensures advisors are available when students need course, program or any individual advising. This particularly targets students who are struggling with coursework or navigating their way through the program.  
 Program Review:  
 We are actively responding to the most recent NASAD program assesment. As a result we have developed a new BFA program in Studio Art to provide a professional degree for our students.  
 We have hired a new faculty member in Printmaking to re-establish the Printmaking emphasis, providing more opportunities for integrative learning, and professional practices.  
 Reinstated paper student evaluations resulted in student evaluation data being consistent over all courses.

**Q9.** Please attach any additional files here:

<input type="file"/>	<input type="file"/>
<input type="file"/>	<input type="file"/>

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

Senior Seminar Syllabus: Professor Flohr Fall 2017  
Professor Ortbal Spring 2018  
Art Studio Rubric  
Art Studio Exhibition Rubric

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

BA Art Studio

**Q11.**

Report Author(s):

Rachel Clarke and Sarah Flohr

**Q11.1.**

Department Chair/Program Director:

Carolyn Gibbs

**Q11.2.**

Assessment Coordinator:

Studio Faculty

**Q12.**

Department/Division/Program of Academic Unit (select):

Art

**Q13.**

College:

College of Arts & Letters

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Approximately 250-275 students for AY 17-18

**Q15.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:



**Q16.** Number of **undergraduate degree programs** the academic unit has?

4

**Q16.1.** List all the names:

BA Studio Art  
 BA Studio Art Methods  
 BA Art History  
 BA Art Education

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

1

**Q17.** Number of **master's degree programs** the academic unit has?

1

**Q17.1.** List all the names:

Master of Arts in Studio Art (MA)

**Q17.2.** How many concentrations appear on the diploma for this master's program?

1

**Q18.** Number of **credential programs** the academic unit has?

1

**Q18.1.** List all the names:

Single Subject Pre-Credential Preparation in Art

**Q19.** Number of **doctorate degree programs** the academic unit has?

0

**Q19.1.** List all the names:

Not applicable

When was your <b>Assessment Plan...</b>	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
<b>Q20.</b> Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.1. Last updated?



**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:



**2015-2016 Assessment Report Site - BA Art Studio.pdf**  
219.96 KB

**Q21.**

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:



4\_Year\_Roadmap.jpg  
440.84 KB

**Q22.**

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**Q23.**

Does your program have a capstone class?

- 1. Yes, specify:

Senior Seminar

- 2. No
- 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**

Save When Completed!

ver. 10.31.17

## STANDARD GRADING RUBRIC FOR ART STUDIO COURSES

### **Excellent Work (A) (90 - 100%)**

**Regarding Class Work:** student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with exceptional creativity.

**Regarding Participation:** student demonstrates through discussion, critique, and studio interaction outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments. The work demonstrates skill, good judgment, and application of principles. For written assignments, oral presentations, and research, the work/presentation/document, presents sound research and is well written and well presented.

### **Better Than Average Work (B) (80 - 89%)**

**Regarding Class Work:** student demonstrates moderate skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is good, and it is integrated with some creativity.

**Regarding Participation:** student demonstrates through discussion, critique, and studio interaction a solid ability to discuss and assess work; communicating how visual elements and strategies are used. The student demonstrates competent use and understanding of concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student completes the assignment and fulfills more than minimal requirements. The work demonstrates some skill, judgment, and application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents research and is reasonably well written and suitably presented.

### **Average Work (C) (70 - 79%)**

**Regarding Class Work:** Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is modest, and it is moderately integrated.

**Regarding Participation:** student demonstrates through discussion, critique, and studio interaction an average ability to discuss and assess work, communicating how visual elements and strategies are used. Though the discussion and assessment of work is substantially complete, the communication of some visual elements and strategies is incomplete or missing. The student demonstrates a superficial rather than thorough understanding of concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student completes most of the assignment and fulfills the minimum requirements. The work demonstrates modest skill, some judgment, and in parts, application of principles. In the case of written assignments, oral presentations, and research, the student makes a modest effort as evidenced by a satisfactory presentation/ document. Research may be incomplete, or lacking in organization.

### **Below Average (D) (60 - 69%)**

**Regarding Class Work:** Student demonstrates lack of skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated.

**Regarding Participation:** student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work, while communicating at a minimal or perfunctory level how the visual elements and strategies are used. Poor effort is made to relate an understanding of the art concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student does not complete the assignment and fulfills only minimal requirements or submits work late. The work demonstrates lack of skill, weak judgment, and little application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

### **Failing (F) (40 - 59%)**

**Regarding Class Work:** Student fails to demonstrate skill or understanding of the issues involved. Quality of work submitted is insufficient, and poorly integrated.

**Regarding Participation:** In discussion, critique, and studio interaction, the student states an opinion vaguely or does not assess the work and shows little to no evidence of an understanding of how visual elements and strategies are used. No effort is made to relate an understanding of concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student does not complete the assignment and does not fulfill requirements. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

### **Incomplete (I)**

**Incomplete:** Student does not complete work and discusses this with the instructor. The department has a petition that must be signed by both the student and the instructor if an "I" grade is to be awarded. A grade of incomplete will be granted in instances such as medical emergencies where there is evidence the student understands the material and remaining assignments but has been prevented by outside forces from completing the work. The period allowed for

completion is described in the petition for the incomplete and must be determined by the faculty member granting the grade (the University maximum is one year). In effect, the petition is a contract between student and faculty.

**Withdrawal Unauthorized (WU)**

The WU grade is assigned by the instructor if student withdraws from the class without notification, or fails to attend after University assigned deadlines. It is treated like an F in GPA calculations but under some circumstances, can be removed by petition.

**Authorized Withdrawal (W)**

The "W" grade is assigned by the University if a student formally withdraws from a course after the University's census date, but within the deadlines (a "W" cannot be assigned by instructor).

## STANDARD GRADING RUBRIC FOR ART STUDIO EXHIBITION

### **Excellent Work (A) (90 - 100%)**

**Regarding Exhibition:** student demonstrates outstanding skill, discernment and understanding of the visual principles in exhibiting their work. The quality of work as exhibited in the gallery is excellent, and it is integrated with exceptional creativity and skills.

**Regarding Participation:** student demonstrates through teamwork, curation, and interaction in installing the exhibition an outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in mounting the exhibition.

**Regarding Collaboration:** in the case of the exhibition, the student participates in the event in all its elements: publicity, curation, installation, signage, reception, striking show, and creatively exploits possibilities for the exhibition their work. The mounted exhibition demonstrates student's skill, good judgment, and application of exhibition principles. For the exhibition, the work is shown with exceptional skill and attention to professional exhibition practices

### **Better Than Average Work (B) (80 - 89%)**

**Regarding Exhibition:** student demonstrates moderate skill, discernment and understanding of visual principles in exhibiting their work. The quality of work as exhibited in the gallery is good, and it is integrated with some creativity and skills.

**Regarding Participation:** student demonstrates through teamwork, curation, and interaction in installing the exhibition a solid ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in mounting the exhibition.

**Regarding Collaboration:** In the case of the exhibition the student participates in the event in all its elements: publicity, curation, installation, signage, reception, striking show, and fulfills more than minimal requirements for the exhibition their work. The mounted exhibition demonstrates some student skill, fair judgment, and application of exhibition principles. For the exhibition, the work is shown with better than average skill and attention to professional exhibition practices

### **Average Work (C) (70 - 79%)**

**Regarding Exhibition:** student demonstrates average skill, discernment and understanding of visual principles in exhibiting their work. The quality of work as exhibited in the gallery is modest, and it is integrated with moderate creativity and skills.

**Regarding Participation:** student demonstrates through teamwork, curation, and interaction in installing the exhibition an average ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates a superficial rather than thorough understanding of the use and understanding of concepts and terminology used in mounting the exhibition.

**Regarding Collaboration:** In the case of the exhibition the student participates in the event in most but not all of its elements: publicity, curation, installation, signage, reception, striking show, and fulfills minimal requirements for the exhibition their work. The mounted exhibition demonstrates modest student skill, judgment, and application of exhibition principles. For the exhibition, the work is shown with average skill and attention to professional exhibition practices.

### **Below Average (D) (60 - 69%)**

**Regarding Exhibition:** student demonstrates lack of skill, discernment and understanding of visual principles in exhibiting their work. The quality of work as exhibited in the gallery is modest, and it is less than acceptable, and it is poorly integrated.

**Regarding Participation:** student demonstrates lack of teamwork, curation, and interaction in installing the exhibition and a poor ability to discuss and assess work, unable to communicate how visual elements and strategies are used. The student demonstrates a poor understanding of the use of concepts and terminology used in mounting the exhibition.

**Regarding Collaboration:** In the case of the exhibition the student participates in the event at a low level in all of its elements: publicity, curation, installation, signage, reception, striking show, and fulfills minimal requirements for the exhibition their work. The mounted exhibition demonstrates lack of student skill, judgment, and application of exhibition principles. For the exhibition, the work is shown with lack of skill and inattention to professional exhibition practices.

### **Failing (F) (40 - 59%)**

**Regarding Exhibition:** student fails to demonstrate skill, discernment and understanding of visual principles in exhibiting their work. The quality of work as exhibited in the gallery is insufficient, unacceptable, and completely lacks integration.

**Regarding Participation:** student fails to demonstrate: teamwork, curation, and interaction in installing the exhibition and a no ability to discuss and assess work. The student demonstrates no understanding of the use of concepts and terminology used in mounting the exhibition.

**Regarding Collaboration:** In the case of the exhibition the student does not participate in the event in any of its elements: publicity, curation, installation, signage, reception, striking show, and fulfills none of the requirements for the exhibition their work. The mounted exhibition demonstrates no or faulty student skill, judgment, and application of exhibition principles. For the exhibition, the work shown is negligible and there is no attention to professional

exhibition practices.

**Incomplete (I)**

**Incomplete:** Student does not complete work and discusses this with the instructor. The department has a petition that must be signed by both the student and the instructor if an “I” grade is to be awarded. A grade of incomplete will be granted in instances such as medical emergencies where there is evidence the student understands the material and remaining assignments but has been prevented by outside forces from completing the work. The period allowed for completion is described in the petition for the incomplete and must be determined by the faculty member granting the grade (the University maximum is one year). In effect, the petition is a contract between student and faculty.

**Withdrawal Unauthorized (WU)**

The WU grade is assigned by the instructor if student withdraws from the class without notification, or fails to attend after University assigned deadlines. It is treated like an F in GPA calculations but under some circumstances, can be removed by petition.

**Authorized Withdrawal (W)**

The “W” grade is assigned by the University if a student formally withdraws from a course after the University’s census date, but within the deadlines (a “W” cannot be assigned by instructor).

**CSU, SACRAMENTO**

**Art 192A-01, Senior Seminar Studio Art, Fall 2017**

**Course Number 84108**

**S. Flohr**

M 3:00-5:50 p.m.; ASL 106/108

Office Hours: By Appointment: MW 7:00-7:50 a.m.: ASL 109; W 3:00-4:20 p.m.: ASL 109

Email: [sflohr@csus.edu](mailto:sflohr@csus.edu)

**ART 192A, SENIOR SEMINAR IN STUDIO ART.** Designed to consolidate experiences in diverse visual arts. Emphasis placed on refining verbal, written, and visual skills in a variety of art disciplines. **Note:** Not open to lower division students. Required of seniors with 1998-2000 catalog rights. **Prerequisite:** Senior status. 3 units.

**CLASS CONTENT:**

This course will focus on studio practice via outside individual studio investigations. Each session will be a working studio where the student presents work, critiques, and investigates strategies for the work of the students in the class. An additional **minimum** of 12 hours studio work will be required each week either in the evenings or on Sunday at ASL—time to be arranged—or at another location proposed by the student. A written proposal will be required at the outset of the semester (*SacCT*) followed by an artist's statement and CV due at midterm, with a revision/elaboration due at the end of the semester.

**Individual Student Blogs (*SacCT*):** As part of the BA Seminar, each student will create an ongoing blog that documents her/his studio progress each week. Students will create the blog in SacCT and will publish new content each week. The blog entries will include a narrative of the previous week's work and a photographed image/s of work completed. Content must be published online in SacCT by Monday afternoon at 3:00 p.m. of each week. Additionally, students will participate in SacCT discussions and comments to the blog work as assigned. Students should expect to spend an additional 2 ½ -3 hours per week documenting, writing, and posting to the SacCT Blog.

Critiques and student presentations will be conducted throughout the semester. A final critique will be held at the end of the term. Participation in the final critique will be threefold: each student will present a body of work completed during the semester; she/he will participate in critiquing all student work; and she/he will turn in a written critique of peer work. A digital portfolio will be due on the final day of the semester that evidences the students individual work from the class.

Students will be photographing work throughout the semester. The final portfolio will consist of a minimum of 10 complete works that have been accomplished during the semester, a CV and final artist's statement. Larger projects, may be proposed, and if accepted, must show contributory study; that is, work of shorter duration that informs and relates to the larger whole.

**OBJECTIVES:**

- Produce a body of work that signals an understanding of experimentation and a thoughtful, open-ended search.
- Reflect on this open-ended search through writing and critique.

**ADD/DROP POLICY:** Refer to the online Class Schedule at csus.edu.

**ATTENDANCE AND MAKE-UP POLICY:** Attendance is required; no make-up work is accepted. With **two absences** the final grade will be lowered one level; for example, a final grade of an A- will be lowered to a B+; **EACH subsequent absence** will lower the final grade one level; that is, at the 3<sup>rd</sup> absence a final grade of an A- will become a B; at the 4<sup>th</sup> a B-, etc. Arriving late to class or leaving early will also have a depreciative effect on the final grade. Each tardy will be calculated as 1/4 absence.

**EVALUATION:** Grading is done on a point system with the total number of points added at the end of the semester to arrive at a final grade. All points earned are weighted in the following manner: SacCT Blogs/Critiques/Discussion and written components (20%); Studio Homework/Class-work (80%). After **2 absences** in the course the final grade will be lowered according to the formula in the “Attendance and Make-up Policy”.

**SUPPLIES:**

Supplies to be proposed by each student according to work need.

**SUPPLY SOURCES:** *Blick*, 905 Howe Ave., 641-6400; *University Art*, 2601 J St., 443-5721; and online resources such as <http://www.jerrysartarama.com>

**Additional Information:**

**Cleanup:**

Each student is responsible individually and as a class community for the cleanup of the studio area, and the return of the space to its pre-class condition each day. If you get paint, charcoal or any other material on the walls, floors, tables, etc., please make sure that it is cleaned up prior to the beginning of the next scheduled class. Please see me for assistance if needed.

No cell phones, tablets, computers or music (including personal headphones).

Students who require special academic accommodations should contact the Services to Students with Disabilities Office (SSWD) located at Lassen Hall, Room 1008, (916) 278-6955 (Voice Only), (916) 278-7239 (TDD), (916) 278-7825 (Fax), E-mail address: [sswd@csus.edu](mailto:sswd@csus.edu). For more information and resources visit the SSWD website: <http://www.csus.edu/sswd/>

**STUDIO SCHEDULE:**

<b>Week 1</b> Aug 28-Sept 3	Mon. 8/28: Introduction to the course and initial assignments: First Blog/Proposal and PowerPoint Slide Presentation— Please see SacCT
<b>Week 2</b> Sept 4-10	Mon. 9/4: <b>HOLIDAY: LABOR DAY-- First Blog pages published by 5 pm on 9/11</b> <b>and Forum Discussion due (revised no forum due on 9/11)</b>
<b>Week 3</b> Sept 11-17	Mon. 9/11: Studio: <b>Student Presentations. Presentations must be uploaded as a PDF in SacCT by Sunday, September 10 @ 6:00p.m.</b> (see SacCT for schedule and work



	due).
<b>Week 4</b> Sept 18-24	Mon. 9/18: Studio (see SacCT for schedule and work due).
<b>Week 5</b> Sept 25-Oct 1	Mon. 9/25: Studio (see SacCT for schedule and work due).
<b>Week 6</b> Oct 2-8	Mon. 10/2: Studio (see SacCT for schedule and work due).
<b>Week 7</b> Oct 9-15	Mon. 10/9: Studio; <b><i>Artist's statement and CV assigned.</i></b> (see SacCT for schedule and work due).
<b>Week 8</b> Oct 16-22	Mon. 10/16: Studio: (see SacCT for schedule and work due).
<b>Week 9</b> Oct 23-29	Mon. 10/23: Studio: (see SacCT for schedule and work due).
<b>Week 10</b> Oct 30-Nov 5	Mon. 10/30: Studio: (see SacCT for schedule and work due). <b><i>Artist's statement and CV first draft due.</i></b>
<b>Week 11</b> Nov 6-12	Mon. 11/6: Studio: (see SacCT for schedule and work due).
<b>Week 12</b> Nov 13-19	Mon. 11/13: Studio: (see SacCT for schedule and work due).
<b>Week 13</b> Nov 20-26	Mon. 11/20: <b>FINAL CRITIQUE:</b> Due: Studio work from entire semester (see SacCT for schedule and work due).
<b>Week 14</b> Nov 27-Dec 3	Mon. 11/27: <b>FINAL CRITIQUE:</b> Due: Studio work from entire semester (see SacCT for schedule and work due).
<b>Week 15</b> Dec 4-10	Mon. 12/4: <b>FINAL CRITIQUE:</b> Due: Studio work from entire semester
<b>Week 16</b> Dec 11-17	Mon. 12/11: <b>FINAL CRITIQUE: Due:</b> final artist's statement/elaboration and CV (hard copy and e-mail version); ten slide images/slide inventory; studio work from entire semester.

## STANDARD GRADING RUBRIC FOR ART STUDIO COURSES

### **Excellent Work (A) (90 - 100%)**

**Regarding Class Work:** student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with exceptional creativity.

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**Regarding Homework:** In the case of studio assigned homework (activity) the student completes the assignment and fulfills more than minimal requirements. The work demonstrates some skill, judgment, and application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents research and is reasonably well written and suitably presented.

### **Average Work (C) (70 - 79%)**

**Regarding Class Work:** Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is modest, and it is moderately integrated.

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### **Below Average (D) (60 – 69%)**

**Regarding Class Work:** Student demonstrates lack of skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated.

**Regarding Participation:** student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work, while communicating at a minimal or perfunctory level how the visual elements and strategies are used. Poor effort is made to relate an understanding of the art concepts and terminology used in the discipline.

**Regarding Homework:** In the case of studio assigned homework (activity) the student does not complete the assignment and fulfills only minimal requirements or submits work late. The work demonstrates lack of skill, weak judgment, and little application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

### **Failing (F) (40 – 59%)**

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assignment and does not fulfill requirements. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

**Incomplete (I)**

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## Syllabus

Art 192a

### **Senior Seminar**

Monday 4:00 to 6:50pm

Art Sculpture Lab – Room 110 & 106

Office: ASL 110A

Office Hrs: Mon-Wed 7:00am to 8:00am + Mon-Wed 11:00am to 11:30am and by appointment

3 units **Prerequisite:** Senior status.

Robert Ortbal

Phone: 916-278-7514 ASL 110A \*

Phone: 916-278-6471 ASL Studio

email: ortbal@csus.edu

### **Description:**

This seminar course is designed as culminating experience for art majors at Sac State. The class will focus on developing a cohesive body of artwork and a professional artist portfolio. Emphasis is placed on refining verbal, written and visual skills needed for a sustainable studio art practice, enabling a deeper understanding of your involvement and commitment to making art.

### **Methods of Instruction:**

This course will be taught using group and individual critiques, in class lectures and demonstrations, readings, slide lectures and course projects. Projects will have either an individual or a group critique on the scheduled days listed in the Class Schedule (see separate handout). Assigned projects are to be completed by the time of the scheduled critique. This Syllabus and the Class Schedule is approximate and may change during the term. Class **attendance is mandatory**. Missed classes and being late or leaving early will result in a lowering of the student's final grade.

### **Goals – Student Learning Outcomes:**

**I.** To demonstrate new ways of asking questions and challenging the creative process. **II.** To develop a cohesive body of work that is interrelated to one another. **III.** To demonstrate the ability to analyze a completed work. **IV.** To demonstrate a competent understanding of how to create an artists portfolio that includes an artist's statement and visual documentation **V.** To actively participate in critical discussion and dialogue related to the visual and theoretical concerns presented in each project with awareness to the vital and diverse communities represented by the entire student body.

### **Projects and Grading:**

Personal Projects	55%
Portfolio	30%
Exhibition Project	10%
Lecture Project	5%

Projects are graded on creative exploration and individual growth, your ability to demonstrate the visual understanding of the concepts and theories you put forward in your artist statement, active participation in the critiques (both individual and group), and craftsmanship.

Attending and participating in the project critiques are essential. If you miss the scheduled project critique you will receive an "F" for that project unless you have made prior arrangements with me or can verify, in writing, extraordinary circumstances beyond your control.

A = 94 to 100

A- = 90 to 93

B+ = 87 to 89  
B = 83 to 86  
B- = 80 to 82  
C+ = 77 to 79  
C = 73 to 76  
C- = 70 to 72  
D+ = 67 to 69  
D = 63 to 66  
D- = 60 to 62  
F = 59 and below

**Attendance and Studio Practices:**

Active participation and attendance are critical to successfully complete this course and help you get the best grade possible. Being a capstone course you are required to successfully complete this course to earn your degree. No points are earned with attendance. However, points will be taken by not attending.

**Arriving late or leaving early more than three times will be counted as an absence.**

Missed classes – Grade Attendance Points

0	No effect
1	No effect
2	No effect
3	3%
4	8%
5	100%

**Five or more absences will result in failing the course.**

An absence only becomes an excused absence with a note from a doctor, court and/or the university. For a family crisis please communicate with me as soon as possible (email or call my office) and provide a letter upon return, stating the situation.

If you are absent it is your responsibility to inform yourself of the homework missed by talking with a classmate. Make a friend, exchange emails.

**Each student is responsible for cleaning up after themselves.**

Cell Phones are to be used responsibly. If not, this privilege will be taken away.

**Required course materials:**

1. Individual art supplies for creating a body of work.
2. Notebook/Visual Journal and 3 ring binder for handouts and printouts.
3. There are no required textbooks for this class. An additional recommended reading list can be provided. Listed below are some good books you can consider buying. They serve as a great reference text. I will make these available in class.
4. Assorted office and art supplies for creating an artist's portfolio.

**Recommended Books:**

Caplin, Lee. **The Business of Art** 2<sup>nd</sup> Edition, Prentice Hall ISBN 0-13-091646-3

Lazzari, Margaret R. **The Practical Handbook for the Emerging Artist** 2<sup>nd</sup> Edition, Wadsworth – Thomson Learning ISBN 0-15-506202-6

**Add/Drop Policy and Deadlines:**

Refer the 2017-18 Registration & Advising Handbook

**Disability Services:**

If you have a disability and require accommodation, you need to provide disability documentation to SSWD, Lassen Hall 1008, and (916-278-6955). Please discuss your accommodation needs with me after class or during my office hours early in the semester.

**California State University, Sacramento  
Art Department**

**STANDARD GRADING RUBRIC FOR ART STUDIO COURSES**

**Excellent Work (A)**

**(90 - 100%)**

Regarding Class Work: student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with exceptional creativity.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction outstanding ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments. The work demonstrates skill, good judgment, and application of principles. For written assignments, oral presentations, and research, the work/presentation/document, presents sound research and is well written and well presented.

**Better Than Average Work (B)**

**(80 - 89%)**

Regarding Class Work: student demonstrates moderate skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is good, and it is integrated with some creativity.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction a solid ability to discuss and assess work; communicating how visual elements and strategies are used. The student demonstrates competent use and understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes the assignment and fulfills more than minimal requirements. The work demonstrates some skill, judgment, and application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents research and is reasonably well written and suitably presented.

**Average Work (C)**

**(70 - 79%)**

Regarding Class Work: Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is modest, and it is moderately integrated.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction an average ability to discuss and assess work, communicating how visual elements and strategies are used. Though the discussion and assessment of work is substantially complete, the communication of some visual elements and strategies is incomplete or missing. The student demonstrates a superficial rather than thorough understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student completes most of the assignment and fulfills the minimum requirements. The work demonstrates modest skill, some judgment, and in parts, application of principles. In the case of written assignments, oral presentations, and research, the student makes a modest effort as evidenced by a satisfactory presentation/ document. Research may be incomplete, or lacking in organization.

### **Below Average (D)**

**(60 – 69%)**

Regarding Class Work: Student demonstrates lack of skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated.

Regarding Participation: student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work, while communicating at a minimal or perfunctory level how the visual elements and strategies are used. Poor effort is made to relate an understanding of the art concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned homework (activity) the student does not complete the assignment and fulfills only minimal requirements or submits work late. The work demonstrates lack of skill, weak judgment, and little application of principles. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

### **Failing (F)**

**(40 – 59%)**

Regarding Class Work: Student fails to demonstrate skill or understanding of the issues involved. Quality of work submitted is insufficient, and poorly integrated.

Regarding Participation: In discussion, critique, and studio interaction, the student states an opinion vaguely or does not assess the work and shows little to no evidence of an understanding of how visual elements and strategies are used. No effort is made to relate an understanding of concepts and terminology used in the discipline.

Regarding Homework: In the case of studio assigned home work (activity) the student does not complete the assignment and does not fulfill requirements. In the case of written assignments, oral presentations, and research, the work /presentation/ document, presents faulty or negligible research and is not well written and/or presented.

### **Incomplete (I)**

Incomplete: Student does not complete work and discusses this with the instructor. The department has a petition that must be signed by both the student and the instructor if an “I” grade is to be awarded. A grade of incomplete will be granted in instances such as medical emergencies where there is evidence the student understands the material and remaining assignments but has been prevented by outside forces from completing the work. The period allowed for completion is described in the petition for the incomplete and must be determined by the faculty member granting the grade (the University maximum is one year). In effect, the petition is a contract between student and faculty.

**Withdrawal Unauthorized (WU)**

The WU grade is assigned by the instructor if student withdraws from the class without notification, or fails to attend after University assigned deadlines. It is treated like an F in GPA calculations but, under some circumstances, can be removed by petition.

**Authorized Withdrawal (W)**

The “W” grade is assigned by the University if a student formally withdraws from a course after the University’s census date, but within the deadlines (a “W” cannot be assigned by instructor).



# 2015-2016 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Report:

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

## Program Learning Outcomes

### Program Learning Outcomes and Links to Campus Baccalaureate Learning Goals

The PLO's link to the BLGs are articulated in the Studio Art Assessment Plan (summarized below) which addresses both the University's goals and NASAD's requirements.

#### Overall Competencies in the discipline:

There are two levels of coursework, lower and upper division. The two levels of coursework establish both a breadth of knowledge/skill in the discipline overall, and a focused skill level in a single artistic medium.

The lower division core in Studio Art establishes a foundation for the upper division courses. The upper division focus towards skill in a single artistic medium is developed through upper division coursework, and fully realized through the 192A Senior Seminar. The Senior Seminar is the culminating Studio Art class, where students continue to develop their studio practice and their critical discourse. The senior seminar concludes with a culminating project in the Seminar and the Senior Show, an exhibition of students' work. Art 199 is also utilized by some faculty as a Senior Project, extending the Senior Seminar experience over two semesters.

**Knowledge of human cultures:** This goal is an integral component of the Art History courses required in the Studio Art concentration (15 units in 60 unit BA, and 9 units in the 48 unit program). Artistic media from different eras and cultures are introduced in several Studio Art classes, so cultural issues are also addressed in relation to students' own artmaking. In the Senior Seminar (the culminating studio art class) students draw on influences from human cultures and art practices that influence them in the creation of their culminating work.

**Intellectual and practical skills:** Oral and written communication skills are addressed in multiple courses in the Studio Art concentrations. "Visual literacy" is given particular emphasis. Practical skills, including information literacy, also are addressed in several courses. All Studio Art courses involve the development of skill in artistic media; all courses include critique sessions where students develop their verbal skills (ability to articulate aesthetic ideas). Students develop significant professional skills in the senior seminar (ART 192A). They may also use courses like Gallery Management (ART 193) and the Artist and the Marketplace (ART 128) as an upper division elective. They also can earn units for an internship (ART 195).

**Personal and social responsibility:** "Intercultural knowledge," including sensitivity to cultural differences and their expression in the visual arts, is addressed in many courses in the Art major.

**Integrative learning:** The Senior Seminar plays an important role here, as it brings together students with specializations in different artistic media and reinforces connections between the courses taken to fulfill degree requirements in previous semesters.

Four over-arching PLOs were defined by the Art Studio area, regardless of the artistic medium involved (all four correspond to goals set forth by NASAD for this discipline). All of these PLOs are assessed in the Senior Seminar, and in Senior Projects, where overall Competencies in the Discipline are measured.

1. Students will articulate the content of their work and become confident in discussing it with others.
2. Students will independently frame aesthetic problems to solve.
3. Students will evidence self-motivation in the research, production, and exhibition of their work.
4. Students will develop skills appropriate for the manipulation of mediums.

#### Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
2. Yes, but for some PLOs
3. No rubrics for PLOs
4. N/A
5. Other, specify:

#### Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes

2. No
3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
2. No (skip to **Q1.5**)
3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
2. No
3. Don't know

**Q1.5.**

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
2. No, but I know what the DQP is
3. No, I don't know what the DQP is
4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

1. Yes
2. No
3. Don't know

(**Remember:** Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Overall Competencies in the Major/Discipline

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

**The Senior Seminar is the primary method of assessing Overall Competencies in the Major/Discipline:**

**Senior Seminar / Senior Project Outcomes:**

In the Senior Seminar and Senior Projects, student outcomes are artworks: drawings, paintings, sculptures, installations, ceramic objects, small metals / jewelry, videos, animations, digital images, experimental games, as well as accompanying written work. Artworks created in the Senior Seminar are assessed using the Art Department's grading rubric.

**Senior Seminar Final Critique / Senior Project Presentation:**

This is a three-day event when each student in the course presents a body of work that is evidence of the PLO. The students are required to present work and to respond critically to their own work and that of their peers.

**Senior Seminar Final Critique / Senior Project Portfolio:**

In this capstone course, students create a digital portfolio in the form of a PowerPoint or other digital method that chronicles their progression and the PLOs in the BA Seminar.

**Senior Seminar / Senior Project Presentation:**

As a conclusion to the Senior Seminar, students present a Senior Show in the Witt and Else galleries. This show is curated, organized, installed, promoted and supervised by students, with faculty supervision. Faculty teaching the Senior Seminar use it as a formal assessment tool for students in Senior Seminar. In addition, all faculty visit the exhibition, and it is used to assess the overall competency of graduating students.

**Senior Seminar / Senior Project and the Digital Archive:**

The work produced by students in the Senior Seminar is uploaded to the digital archive. Studio Art faculty meet to review the digital archive and discuss insights gained from the assembled material.

**Senior Seminar / Senior Project Informal Assessment:**

Faculty teaching the Senior Seminar can ascertain which skills are weak or lacking in our students. That information, shared with other faculty, has helped us make informed decisions about what improvements might be needed in the structure or content of specific courses taken prior to the senior year. Studio Art faculty meet regularly to discuss curriculum development.

**In addition, the following assessment strategies are used to assess Overall Competencies in the Major/Discipline::**

**Exhibitions:**

An ongoing schedule of faculty and student-organized shows in the Art Department's galleries and studios allow faculty to review student progress and the consistency of course outcomes. Statements written by outside jurors for the juried Award Show provide useful insights about our program, as reflected in the quality of the art submitted by the students. Studio Art faculty also visit, and discuss the student-designed shows in the Witt and Else Galleries. Insights gained from these sources have helped inform Art faculty decisions about the design of courses and curriculum.

**Digital Archive:**

Each semester, on a rotational basis, coursework is collected from selected courses within the department. The online Assessment Site provides an ongoing resource for assessing the quality of student work across the Studio Art curriculum. Art faculty meet on a regular basis to review the digital archive as a group and discuss insights gained from the assembled material.

**Student Evaluations:**

All faculty must have all courses evaluated by their students every semester. The same Art Department questionnaire is used in each case (one for each teaching area—Art Education, Art History, or Studio Art). The Course Evaluation Form was rewritten in 2008.

Questions on the Course Evaluation from relate back to PLOs 1,2, and 3:

2. *Coursework is focused on exploring/learning about the medium (drawing, painting, printmaking, ceramics, sculptures, new media, etc.).* corresponds to PLO 4. Students will develop skills appropriate for the manipulation of mediums.

4. *Studio practice is useful and relevant to understanding the area studied and stimulates interest in the subject* relates to PLO 3. Students will evidence self-motivation in the research, production, and exhibition of their work.

5. *Different strategies and paths are introduced with regards to thinking about art or solving problems in the given medium* corresponds to PLO 2. Students will independently frame aesthetic problems to solve.

7. *Critiques allow for thoughtful response to/analysis of student work* corresponds to PLO 1. Students will articulate the content of their work and become confident in discussing it with others.

Faculty use these evaluations to assess teaching performance and adjust course delivery. Evaluations are analyzed and organized to produce an overall picture of the extent to which educational and artistic goals are being attained in the program.

*Critique:* In the BA Seminar the students critically analyze, interpret, intuit, and judge their own work and that of their peers at different moments throughout the semester. Critiques on an informal level take place each week peer-to-peer, between the professor and students as a group, and finally, in an ongoing dialogue between the instructor and the individual student. The critique sessions are designed in such a way as to assist the students in developing a critical dialogue that serves them both in their own practice and in their overall developing discourse that embraces and integrates the broader context of making.

**Q2.2.**

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q2.3.**

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

Attached

**Rubrics**

1. Art Department standard grading rubric for Art Studio courses (attached)
2. Assessment of Senior Project (199) student blog
3. Student evaluation form


**Standards of Performance**


1. Senior Show
2. Else and Witt gallery exhibitions
3. External assessment (NASAD review every ten years)

The Art Department undergoes a re-accreditation review by the National Association of Schools of Art and Design (NASAD) every ten years. The need for a higher level of conceptual and skills development, recognized at the 2005 review (at which we also were encouraged to consider developing a BFA degree), helped prompt the creation of the 60-unit version of the Studio Art concentration.

4. Formal and Informal Critique

5. Student professional achievements, post graduation: admission into graduate programs, professional achievements, employment (Art Dept Student Achievements.xlsx).

 grading rubric for art studio.pdf  
89.33 KB

 Art Dept Student Achievements.xlsx  
17.9 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

**Senior Seminar**

- 1.) Students present a body of work completed in the BA Seminar that is exhibited at a formal final critique.
- 2.) The work at this final critique is documented in photos by a member of the assessment committee.
- 3.) Each student creates a digital portfolio that is collected at the end.

**Senior Show**

The Senior Show is an exhibition that all students in the Senior Seminar participate in. Work created by senior students in the Senior Seminar is presented. Faculty, arts professionals and community members are invited to the reception. Feedback from community members provides a valuable measurement of the qualities of outcomes

**199 / Senior Project**

The Senior Project is a course students in the New Media Art emphasis take in their final or penultimate semester. Students are required to develop independently driven work, which is critiqued during the class. Work produced is documented by the student on a weekly basis, in the form of a 250-word statement and visual documentation, and is assessed weekly. Inconsistencies in the quality of work produced in the Senior Project informs curriculum decisions in the New Media Art program.

**199 / Senior Project Show**

Students in New Media Art present an exhibition in the Witt Gallery for the Senior Project in the New Media Art emphasis. Faculty, arts professionals and community members are invited to the reception. The quality of work produced, and the standard of presentation are used to assess overall competencies in the New Media Art area. Observations from faculty and community members provide a valuable measurement of the qualities of outcomes.

**Exhibitions in the Witt Gallery**

Students apply to exhibit their work in solo or group shows in the Witt Gallery. The submissions are juried by the Department's gallery committee. The student-designed shows provide evidence of student competencies in the discipline.

**Award Show**

The Annual Award Show is a juried show, juried by invited regional arts professionals. Statements written by outside jurors for the Award Show provide useful insights about our program, reflected in the quality of the art submitted by the students, and accepted or rejected by the jurors. Faculty, arts professionals and community members are invited to the reception. Observations from faculty and community members provide a valuable measurement of the qualities of outcomes.

**Digital Archive**

The online Assessment Site provides an ongoing resource for assessing the quality of student work across the Studio Art curriculum. Each semester, on a rotational basis, coursework is collected from selected courses within the department. This includes upper division required and elective courses, and work created for the Senior Seminar Capstone Project

**Tracking student progress, post degree:**

Data is collected on: Students accepted into graduate programs, employment and professional awards, grants, exhibitions.

(Remember: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
2. No (skip to **Q3.7**)
3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures were used? [Check all that apply]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
2. Key assignments from required classes in the program
3. Key assignments from elective classes
4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
5. External performance assessments such as internships or other community-based projects

6. E-Portfolios
7. Other Portfolios
8. Other, specify:

**Q3.3.2.**

Please **explain** and **attach** the direct measure you used to collect data:

Direct measures used:

1. The capstone project - work created in the Senior Seminar - is used to assess the PLO and is uploaded to the digital archive for documentation.

Artwork from the capstone project is shown in the Senior Show.

Artwork from the 199 / Senior Project in New Media is uploaded to the digital archive for documentation.

2 & 3. Coursework created in key assignments from selected courses (both required and elective classes) are captured three times per semester and uploaded to the digital archive

4. Oral critiques of coursework are an integral part of most studio art courses. They are assessed using the Standard grading Rubric for Studio Art Courses:

*Regarding Participation: student demonstrates through discussion, critique, and studio interaction an ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates use and understanding of concepts and terminology used in the discipline.*

8. Student exhibitions are used to formally and informally assess student progress in the degree. (Link to Witt and Else exhibition schedule)



**192A\_Syllabus\_Harvey.pdf**  
107.9 KB



**192A\_Class\_Schedule\_Harvey.pdf**  
53.46 KB

**Q3.4.**

What tool was used to evaluate the data?

1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
5. The VALUE rubric(s) (skip to **Q3.4.2.**)
6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

1. Yes
2. No
3. Don't know



4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

All Studio Art faculty, with input from part-time faculty

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

All full-time Studio Art faculty

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Assessment Database

Sample work is selected from different courses on a rotational basis.

Faculty selected represented samples of student work that best reflected the coursework undertaken.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

For standardization, five samples were taken three times per semester from each selected course

**Q3.6.2.**

How many students were in the class or program?

Variable. Studio courses are on average between 20 - 25 students. Approximately 24 students in

**Q3.6.3.**

How many samples of student work did you evaluate?

five samples are taken three times per semester from each selected course. All lower division, upper division and Se

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

1. Yes  
 2. No  
 3. Don't know

(**Remember:** Save your progress)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

1. Yes  
 2. No (skip to **Q3.8**)  
 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

1. National student surveys (e.g. NSSE)  
 2. University conducted student surveys (e.g. OIR)  
 3. College/department/program student surveys or focus groups  
 4. Alumni surveys, focus groups, or interviews  
 5. Employer surveys, focus groups, or interviews  
 6. Advisory board surveys, focus groups, or interviews  
 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

Every course is evaluated by a single evaluative tool comprised of questions that relate directly to the PLO.



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134.11 KB



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**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

All students in each course

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

Every course is surveyed.

**Q3.7.4.**

If surveys were used, what was the response rate?

Approximately 20-100% return r  
ate

### Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?


1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)


**Q3.8.3.**

If other measures were used, please specify:

Faculty observation (faculty visiting student shows)

Faculty discussion and evaluation of outcomes during Studio Faculty meetings

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 No file attached


(**Remember:** Save your progress)


## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Not applicable

 No file attached

 No file attached

**Q4.2.**

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, most students are doing well and are successful at the program standard, or have exceeded the standard. However, some student work (about 4%) shows signs of a minimal to low reach in attaining the program standard.

in order to achieve a higher level of success among the low performing students, faculty have discussed implementing incremental grading strategies. This will give students the opportunity to better understand how the work produced is a direct reflection of student engagement.



192A\_Class\_Schedule\_Harvey.pdf  
53.46 KB



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#### Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

#### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

### Question 5: Use of Assessment Data (Closing the Loop)

#### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

#### Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

We plan to meet as a studio faculty to discuss how best to assist the very small number of students (4%) who struggle to meet our minimum requirements. Strategies we will discuss could include information sharing across courses and disciplines to facilitate greater student support. We will assess another faculty's Senior Seminar in AY 16/17.

In some studio courses where online evaluations were being used, we received a low yield of student responses. This is an issue for consistent assessment of the PLO. We will institute mandatory paper evaluations for all evaluations in AY2016/17 in order to capture a higher number of student responses and address this problem. We will report of the results of this change change in program assessment next year.

**Q5.1.2.**

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

**Q5.2.**

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

N/A


(Remember: Save your progress)


## Additional Assessment Activities

**Q6.**

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

 No file attached

 No file attached

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning

- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

a.

b.

c.

**Q8.** Please attach any additional files here:

Sample\_Assessment\_Site\_Page.tiff  
940.8 KB

No file attached

No file attached

No file attached

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

Senior Seminar Syllabus

Senior Seminar Schedule

Art Studio Rubric

Art Dept Student Achievements

Art Studio Evaluation Questions

Art Studio Road (Curriculum) Map

Screenshot of Elvis Assessment Site chronicling a decade of assessment

## Program Information (Required)

**P1.**  
 Program/Concentration Name(s): [by degree]

**P1.1.**  
 Program/Concentration Name(s): [by department]

**P2.**  
 Report Author(s):

**P2.1.**  
 Department Chair/Program Director:

**P2.2.**  
 Assessment Coordinator:

**P3.**  
 Department/Division/Program of Academic Unit

**P4.**  
 College:



**P5.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

According to CMS, "Enrollment by Department" for Fall 2015, it states that we had a total of 2004 enrolled

**P6.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

**P7.1.** List all the names:

---

Studio Art  
 Studio Art Methods  
 Single Subject Pre-Credential Preparation in Art  
 Art History

---

**P7.2.** How many concentrations appear on the diploma for this undergraduate program?

**P8.** Number of **master's degree programs** the academic unit has?

**P8.1.** List all the names:

---

Master of Arts in Studio Art (MA)

---

**P8.2.** How many concentrations appear on the diploma for this master's program?

**P9.** Number of **credential programs** the academic unit has?

**P9.1.** List all the names:

Single Subject Pre-Credential Preparation in Art

**P10.** Number of **doctorate degree programs** the academic unit has?

0

**P10.1.** List all the names:

---

When was your **assessment plan...**

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
<b>P11.</b> developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>P11.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**P11.3.**

Please attach your latest **assessment plan**:

 **No file attached**


**P12.**

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

**P12.1.**

Please attach your latest **curriculum map**:

 4 YR Plan Art Studio\_2015 rev vs original v in advising ppt\_v3.xlsx  
72.47 KB

**P13.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**P14.**

Does your program have a capstone class?

1. Yes, indicate:
2. No
3. Don't know

**P14.1.**

Does your program have **any** capstone project?

1. Yes
2. No
3. Don't know

**(Remember: Save your progress)**

## Art-Art Studio Concentration

## FOUR YEAR PLAN

<b>YEAR 1</b>	<b>Sem. 1 :</b>	<b>A1</b> Oral Communication	<b>D1a</b> Found. Social/Beh.	<b>B4</b> Math. Concepts/Q.R.	<b>C2/ART 1A</b>	<b>ART 20A</b>	<b>15 UNITS</b>	
	<b>Sem. 2 :</b>	<b>A2</b> Written Communicatn	<b>B1 + B3</b> Phys.Sci/Lab	<b>D3b/c: GOVT</b>	<b>C4/ART 1B</b>	<b>Required ART LD</b>	<b>15 UNITS</b>	
<b>YEAR 2</b>	<b>Sem. 1 :</b>	<b>A3</b> Critical Thinking	<b>B2</b> Life Forms	<b>College Comp 2</b>	<b>ART 70</b>	<b>ART 20B</b>	<b>15 UNITS</b>	
	<b>Sem. 2 :</b>	<b>D1b</b> World Cultures	<b>C3</b> Intro to Humanities	<b>Req. ARTH LD</b>	<b>ART 97</b>	<b>Required ART LD</b>	<b>15 UNITS</b>	
<b>YEAR 3</b>	<b>Sem. 1 :</b>	<b>ART Hist Course 1</b>	<b>ART 120</b>	<b>Required ART LD</b>	<b>D3a: U.S. HIST-UD</b>	<b>ENGL 109/FL</b>	<b>15 UNITS</b>	
	<b>Sem. 2 :</b>	<b>ART Hist Course 2</b>	<b>UD Studio Course 1</b>	<b>UD Studio Course 2</b>	<b>D2*-UD</b> social issues	<b>Elective or FL</b>	<b>15 UNITS</b>	
<b>YEAR 4</b>	<b>Sem. 1 :</b>	<b>UD Studio Course 3</b>	<b>UD Studio C Elective</b>	<b>ART 192A</b>	<b>B5</b> further studies	<b>Elective/FL</b>	<b>15 UNITS</b>	
	<b>Sem. 2 :</b>	<b>UD Studio Course 4</b>	<b>ART 192A</b>	<b>C1</b> World Civilization	<b>E+ : UD GE</b> PersDev	<b>Elective</b>	<b>15 UNITS</b>	
							<b>TOTAL =</b>	<b>120 UNITS</b>