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

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

* 1. **Institutional Learning Outcomes:**

1. Developing a foundational, broad and integrative knowledge…..

2. Acquiring specialized knowledge…...

* 1. **Program Learning Outcomes (Goals) and related Student Learning Outcomes:**
		1. PLO – Introduce students to the materials, processes, and concepts of studio art practice.
			1. SLO – Students will develop a basic knowledge of materials and techniques used in creating art.
			2. SLO – Students will produce work that shows mastery of composition, form, and include the principles of art and design in their creative practice.
		2. PLO – To expand the knowledge of multiple social and cultural traditions, issues, and histories of art.
			1. SLO – Identify, articulate, and apply social, cultural, and historical context to their medium(s) of choice.
			2. Identify, evaluate, and apply issues justice, equity, diversity, and inclusion in their medium(s) of choice.
		3. PLO – To recognize, experience, and maintain currency in the visual arts.
			1. SLO – Students will develop projects that utilize contemporary approaches to materials and techniques relevant to their medium(s) of choice.
			2. SLO – Identify and demonstrate comprehension and application of the fundamental terminology, tools, and materials to their medium(s) of choice.
		4. PLO – To develop an awareness and relevance of the visual arts practice.
			1. SLO – Students will connect their artistic process, content, and formal elements to a professional practice and medium(s).
			2. SLO – Students will produce the visual and written materials required to be a professional artist.

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

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

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

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

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

* 1. **Direct Measures:**
		1. Sophomore Digital Portfolio – Formative assessment collected from ART 37 which is required for all art majors. Taken by students generally in their sophomore year. Students submit digital portfolios of 10-20 images created during coursework up until that point. This assignment is assessed using a 12-point rubric. This assessment provides faculty with an understanding of the level and variation of beginning students and a baseline to determine range of progress. This review of student work will allow us to determine where students are at as they are completing their “Introduced” level courses from our Curriculum Map.
		2. BFA Application Portfolio – Formative assessment collected from student applications to join the BFA program which is required for all BFA art majors. Submitted by students generally at the end of their sophomore year or beginning of their junior year. Students submit digital portfolios of 20 images created during required core / foundations. The Portfolio contains examples of (4) charcoal drawings, (4) 2D Design projects, (4) 3D Design projects, (4) Photographic assignments, and (4) images of the student’s choice. The portfolio will be assessed using a 12-point rubric with written feedback for the candidates. This assessment provides faculty with an understanding of the level and variation of students starting out un the BFA and a baseline to determine range of progress in summative assessment. This review of student work will allow us to determine where students are at as they are entering the degree.
		3. Senior Digital Portfolio – Summative assessment collected from ART 112-Gallery Techniques which is required for all art majors and ART 109T- Senior Seminar which is a new capstone course that is in the process of being added to the curriculum. Taken by students generally in their Junior or Senior year. Students submit digital portfolios comprised of 10-20 images from intermediate and advanced course work as an assignment which is assessed using the same 12-point rubric from students ART 37 course. This assessment provides faculty with an understanding of the level and variation of advanced students and In conjunction with the Sophomore Digital Portfolio to determine progress. This review of student work will allow us to determine where students are at as they are completing their “Developed” or “Mastering” level courses from our Curriculum Map.
		4. BFA Exhibition – Capstone assessment collected from culminating Exhibition required as part of the capstone course, ART 112B- Art BFA Seminar. This course a capstone course taken as a culminating experience by all students in the final semester of their Senior year. Faculty will use a 12-point rubric to assess the work submitted by our graduating BFA seniors. The BFA Exhibition review will allow us to review students who are in their final stages as a student and have completed “Mastering” level courses from our Curriculum Map.
	2. **Indirect Measures:**
		1. Exit Survey – The questionnaire will be administered when seniors retrieve their art works from the BFA Exhibition. It is short but will aid in determining curricular adjustments that may be beneficial to students.

## Assessment Schedule/Timeline:

| Academic Year | Measure | SLO | SLO |
| --- | --- | --- | --- |
| 2023-2024 | Sophomore PortfolioSenior Exhibit  | 1a2a | 1b2b |
| 2024-2025 | BFA PortfolioSenior Portfolio  | 2a3a | 2b3b |
| 2025-2026 | Sophomore PortfolioSenior Exhibit Exit Survey | 2a1a4a | 2b1b4b |
| 2026-2027 | BFA PortfolioSenior Portfolio Exit Survey | 4a2a1b | 4b2b3b |
| 2027-2028 | Sophomore PortfolioSenior Exhibit | 1a2a | 1b2b |
| 2028-2029 | BFA PortfolioSenior Portfolio Exit Survey | 3a4a1a | 3b4b2a |
| 2028-2029 | Sophomore PortfolioSenior Exhibit | 1a1a | 1b1b |
| 2029-2030 | BFA PortfolioSenior Exhibit Exit Survey | 2a3a4a | 2b3b4b |

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