

2017-2018 Assessment Cycle ARTS_Visual Arts BFA

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The College of the Arts is a beacon that illuminates the creativity of the human spirit and, as such, has a unique role in the University and community. Our overarching goals include teaching excellence in a collaborative environment that infuses technology into every aspect of our curriculum where appropriate and instills an entrepreneurial spirit in our students so they can become leaders in their professions and change agents in the world. Through our faculty and student research, our scholarship and creativity, and our community service, we demonstrate our value both to the University and our community.

Vision

The College of the Arts seeks to be a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

Department of Visual Arts Mission

The Department of Visual Arts supports the University's mission in offering individuals the opportunity to pursue the professional Bachelor of Fine Arts degree in the visual arts with concentrations in animation, ceramics, graphic design, media, metalwork and jewelry, painting, photography, printmaking, and sculpture. The Department provides an environment in which students acquire the skills necessary for professional practice and continuing studies in their field, creates opportunities and means to explore the expressive possibilities of the visual arts through rigorous and sustained studio research. The Department encourages cross-fertilization across the concentrations and the development of the individual's understanding of, and relationship to, art and the world.

Department of Visual Arts Vision

The Department of Visual Arts strives to empower students and faculty to become leaders in a world that requires a unique combination of creativity, conceptual abilities and technical skills while contributing to the quality of artistic and creative life regionally, nationally and globally.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)**Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)****Assessment List**

Goal/Objective	DEVELOPMENT OF ANALYTICAL AND CRITICAL SKILLS DEMONSTRATED THROUGH ORAL AND WRITTEN COMMUNICATION.														
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results,

analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) Currently strategies exist to fulfill the requirements of assessment.
- 2) The program/department head expects to align the goals and objectives across the syllabi and through the concentrations.
- 3) The prior or current initiatives (improvements) have not influenced the anticipated outcomes this year?
- 4) The plan for using data to improve student learning and/or operations is to engage in actual assessment with the outcomes informing curricular decisions.
- 5) This will change to be a routine end of the academic year or beginning of the academic year sharing across the faculty.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for DEVELOPMENT OF ANALYTICAL AND CRITICAL SKILLS DEMONSTRATED THROUGH ORAL AND WRITTEN COMMUNICATION.

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Assessment List Findings for the Assessment Measure level for DEVELOPMENT OF INDEPENDENT RESEARCH SKILLS CULMINATING IN THE BFA SENIOR EXHIBITION

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Assessment List Findings for the Assessment Measure level for DEVELOPMENT OF SKILLS RELATED TO THE DOCUMENTATION AND PROMOTION OF PROFESSIONAL PRACTICE

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			<p>resume preparation. Students were expected to provide digital documentation of their primary work(s) produced for the BFA Senior Exhibition including an archive of all pertinent images, as well as selected prints to be included in a notebook portfolio (Graphic Design), and submitted at the end of the semester. The students' portfolio demonstrated skills that involved documentation including digital photography with the understanding of lighting, and presentation of written text. B.) Resume Documentation Students will research assigned website and text resources addressing resume preparation appropriate to their discipline. SP 2018, VIAR 409: Artist's Statement 91% met and 0% exceeded expectations. SP 2018, VIAR 410: Artist's Statement: 81% met and 5% exceeded expectations.</p>		
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings

Discussed informally (selected)

Other (explain in text box below) (selected)

The results were presented to department head who has met with coordinators of area concentrations to reflect upon and engage all faculty in possible improvements in curricula and communication across the department involving all students.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

There were improvement in goals related to student outcomes and all targets were meet. Faculty made adjustments to instruction in all goals and improvements were measurable.

The following were adjustments made during this cycle to improve student outcomes:

Goal 1: DEVELOPMENT OF ANALYTICAL AND CRITICAL SKILLS DEMONSTRATED THROUGH ORAL AND WRITTEN COMMUNICATION

The following adjustments to course delivery were the following:

All faculty members involved with the capstone reviews read and offered feedback on the quality and substance of these writing requirements, as well as provided verbal articulation of the student in critiques and committee review meetings. Faculty also provided stronger critical feedback that provided an increase to the success rate for the Artists' Statements in particular. Additionally, critical review was offered earlier, in writing, and emphasis placed on multiple revisions.

SP 2018, VIAR 409: Artist's Statement/ Statement of Influence: 82% of students Met or Exceeded expectations. SP 2018, VIAR 410: Artist's Statement/ Statement of Influence: 71% of students Met or Exceeded expectations.

Goal 2: DEVELOPMENT OF INDEPENDENT STUDIO RESEARCH SKILLS CULMINATING IN THE BACHELOR OF FINE ARTS SENIOR EXHIBITION

Monitoring of technical processes involved in digital documentation and to better insure quality control, providing ample time to correct documentation and presentation of imagery and resume preparation with earlier deadline dates were established by faculty. Faculty involved in committees continued to participate in formally evaluating seniors through written evaluation at the conclusion of the semester. Faculty provided criticism at the time of preliminary reviews. Portfolio documentation including digital documentation of art work, artists' statement, and resume were required for all seniors with particular emphasis in the second course of the sequence.

The programs continue to emphasize the development of analytical and critical skills applied to both oral and written communication, technical proficiency, and a spirit of experimentation related to innovative conceptual research. Adjustments are ongoing with an emphasis in the development of analytical and critical skills applied to both oral and written communication, technical proficiency, and a spirit of experimentation related to innovative conceptual research. Carefully articulating expectations for studio production and conceptual development aligned with senior project committee meetings is especially important in addressing the accountability of labor. Faculty improved demonstrations with an emphasis on the standard of craftsmanship that is expected. Faculty made better use Moodle for distribution of handouts and incorporated more samples of work into the structure of the class.

SP 2018, VIAR 409: 91% of students Met or Exceeded expectations, SP 2018, VIAR 410: Exhibition: 90% of students Met or Exceeded expectations.

Goal 3: DEVELOPMENT OF SKILLS RELATED TO THE DOCUMENTATION AND PROMOTION OF PROFESSIONAL PRACTICE

In all areas faculty provide additional instruction in the issues concerning quality of digital documentation of studio work and resume documentation according to standardized criteria as outlined in select internet sites specializing in resume preparation. Students were expected to provide digital documentation of their primary work(s) produced for the BFA Senior Exhibition including an archive of all pertinent images, as well as selected prints to be included in a notebook portfolio (Graphic Design), and submitted at the end of the semester. The students' portfolio demonstrated skills that involved documentation including digital photography with the understanding of lighting, and presentation of written text. B.) Resume Documentation Students will research assigned website and text resources addressing resume preparation appropriate to their discipline. Faculty provided suggestions for improvement and give demonstrations on correct documentation practices focusing on the use of photographic equipment, editing software and print production to ensure improved results.

SP 2018, VIAR 409: 91% of students Met or Exceeded expectations. SP 2018, VIAR 410: 86% of students Met or Exceeded expectations.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

In order to achieve better results, the faculty have been consciously raising expectations, including requiring more professional studio production with conceptual maturation and more in-depth research, to make sure students are better prepared in their professional settings. The Department Head is reviewing all aspects of assessment so that the proper assessments are established and skills and accomplishments are evaluated earlier to see greater results in the production of work in the capstone courses. Additionally, the Graphic Design concentration will be adjusting curriculum to better reflect industry trends and innovations with an eye toward improving student outcomes. The Senior Capstone will be implementing a revised Student Exit Survey with an eye toward using student feedback to improve outcomes.

Attachments (optional)

Upload any documents which support the program / department assessment process.

