

2016-2017 Assessment Cycle ARTS_Visual Arts BFA

Mission (due 1/20/17)

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 / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.

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

1. Values:

2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.
3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.
4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.
5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.
6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.
7. We seek to achieve the highest standards of professionalism in all that we produce.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

VIAR 409 and 410, sequential 3 credit hour capstone courses taken throughout the senior year, are devoted to the development of independent studio research and the preparation of professional skills and career goals for visual artists (studio and graphic design). The two semesters are structured to foster self-discovery through rigorous and sustained studio experimentation, moving towards the cultivation of a body of work and the Bachelor of Fine Arts Exhibition. A student selected three- person faculty committee including the senior professor in the student's area of concentration guides this self-generated exploration. Each student meets with his or her faculty committee in solo critiques on at least five occasions during the two-semester sequence. Other areas of emphasis include the ongoing development of a written

artist's statement as well as a written statement addressing significant influences pertinent to the development of studio work; assigned readings; guest artist lectures; discussions pertaining to preparation for graduate schools, exhibiting work, and other professional opportunities. In the 410 course additional emphasis is placed on professional documentation of studio work through CD-R, DVD and print formats, as well as resume preparation. At the end of the semester the senior professor in each concentration is asked to submit an evaluation addressing categories under Goals 1 and 2 listed below for each student in their respective concentration. In addition the primary instructor of this course in collaboration with one additional colleague in the Department of Visual Arts evaluates the final portfolio of the entire class including all written statements, digital image and resume documentation, and the evaluations of the senior professors by concentration.

Assessment Plan (due 1/20/17)

Assessment List (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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Results & Improvements (due 9/15/17)

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 Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Presentation	<p>Has the criterion Assessment Measure: Direct - Presentation Criterion: DEVELOPMENT OF INDEPENDENT RESEARCH SKILLS CULMINATING IN THE BFA SENIOR EXHIBITION. The student will be able to develop a sustained work ethic toward the development of a body of work that demonstrates a Conceptual Maturation, and a resolution of studio work by developing a complete body of work. Studio Concentration: This goal will be measured through student written artist statements will be measured by the following guideline: "Statement should summarize the primary direction of the thesis in a clear and concise" and student written statement of influences will be measured by the following guideline: "Statement should provide a two to three page overview of research resources significant to the formal and conceptual development of the student's work manner; key conceptual and formal considerations in the work should be addressed". Graphic Design Concentration: This goal will be measured through student written design briefs. The writing samples will addresses key criteria for a designed object or larger marketing and advertising campaign. Key criteria each group worked with where: defining the problem, establishing a demographic, and a plan of how to market to that group. And This goal will be measured through student written statements. The writing samples will address key</p>			

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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

Goal/Objective	DEVELOPMENT OF SKILLS RELATED TO THE DOCUMENTATION AND PROMOTION OF PROFESSIONAL PRACTICE					
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="360 1486 631 1528">Identifier</th> <th data-bbox="631 1486 1550 1528">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 1528 631 1629">NASAD-2014.II.D.1.a.4.c</td> <td data-bbox="631 1528 1550 1629">The faculty has a major role in developing the artistic and academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research.</td> </tr> </tbody> </table>		Identifier	Description	NASAD-2014.II.D.1.a.4.c	The faculty has a major role in developing the artistic and academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research.
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Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Portfolio	Has the criterion The student will be able to develop the ability to document their portfolio of work to include digital documentation of studio work and resume documentation. been met yet?			

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

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)

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 in the unit?

- 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
 - Departmental assessment committee
 - Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

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 2016, VIAR 409: Artist's Statement 14 (78%) met and 2 (11%)exceeded expectations. SP 2016, VIAR 410: Artist's Statement: 17 (71%)met and 6 (25%) exceeded last cycles goal. Statement of Influence / Research 16 (67%)met and 6 (25%) exceeded goals

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.

In the Graphic Design side of Senior Project:

VIAR 409/410 70% meet expectations and 20% exceeded expectations with Artist's Statement / Design Brief (Goal #1)

Studio Production: 50% met expectations, 20% exceeded expectations (Goal #2)

Conceptual Maturation: 55% met expectations, 20% exceeding expectations (Goal #2)

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.

Faculty continue to focus research for design critiques on contemporary design. Students demonstrated proper research including citations from books and magazines and develop a standard for documenting this research without the need for a written statement.

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.

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

In all areas faculty provid 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 involved in 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.

5) What has the unit learned from the current assessment cycle?

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.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)

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SP16.pdf