ANNUAL ASSESSMENT REPORT TEMPLATE FOR ACADEMIC PROGRAMS

I. Department/Program Information

<table>
<thead>
<tr>
<th>Department / Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
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<tbody>
<tr>
<td>Art</td>
<td>Loren Baker</td>
<td>2013-14</td>
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II. Completed Assessment Activity Information

List the Student Learning Outcome(s) Assessed this Year
Outcome #1  Students will conceive, design and create works of art in one or more specific fine arts fields that are technically and conceptually sophisticated

Describe the Student work collected to evaluate the outcome (for example, the final paper from BBST 465)
Junior level (third year) students presented senior thesis proposals to an art faculty committee for review

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<tr>
<th>Total Number of Assignments Collected:</th>
<th>Number of Collected Assignments Evaluated:</th>
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<tbody>
<tr>
<td>5</td>
<td>5</td>
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If only some assignments were evaluated, please explain why, and the selection process
**Evaluation Process** *(Please explain how the student work was evaluated and by whom. Attach to the completed form copies of any rubrics or other evaluation materials used)*

Each student did an oral presentation to a 3-person art faculty committee. The oral report included a written thesis proposal, images of previous and current artwork and a working plan for implementation of the required thesis exhibit. As a part of the process committee members commented on the presentation, inherent problems in the proposal and offered suggestions to facilitate each students projected plan.

**Summary of Results** *(Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached)*

Students scored as follows Scale of 1 to 5:
1. Technical/conceptual sophistication (skill-based development): 3 students exceeded expectations, 1 student met expectations, and 1 student partially met expectations
2. Substantive integration of aspects of the Christian faith into artistic practice: 4 students exceeded expectations, 1 student partially met expectations
3. Individual initiative and risk-taking in the proposal: 3 students exceeded expectations, 1 student met expectations, and 1 student partially met expectations
4. Engagement and awareness with contemporary and/or historical art practices and theories: 4 students exceeded expectations, 1 student partially met expectations
5. Professional and articulate presentation: 3 students exceeded expectations, 1 student partially met expectations, and 1 student did not meet expectations.

**Conclusions** *(Please describe the faculty’s consensus on what the results indicate about the students’ attainment of the learning outcome. Explain any strength or weakness suggested about the curriculum.)*

Strengths: The art faculty believe that the student scores indicate an overall proficiency on items 1 (mean score 3.8), 2 (mean score 4.2), 3 (mean score 4), and 4 (mean score 3.8) The aggregate score for all 5 categories was 3.84 (out 5 point).

The lowest score was in #5. Professional and articulate presentation (mean score 3.4). However this met expectation and the slightly lower score is not surprising since art majors tend to be visually oriented and not necessarily strong in verbal communication.

Weakness: Art faculty also noted that this group of students is exceptionally small since it graduates mid-year (December 2013). The next group should be a more reliable sample since 20 students will participate in the thesis review (May 2014).

**Methods Used for Sharing Assessment Information** *(How and when was information shared with the faculty? How was assessment data used to inform decisions and changes in curriculum? Where are records of these discussions archived?)*

Students were given a copy of the faculty committee Evaluation Form to discuss with their academic art advisor and with the appropriate faculty member overseeing the development of their senior thesis exhibit.
Curricular Changes Resulting From Conclusions Drawn Above (Please describe the changes and/or improvement planned as a result of your analysis.)
The art faculty agree that until the Thesis Review Form is used again in Spring 2014, it is premature to make any changes or improvements in the curriculum. The art faculty is considering revising the current form to collect more data and combining it with information collected from the annual student review that includes all 170 art majors.

Is the mission, student learning outcomes or the curriculum map changing?  No. There are no plans to change the mission, PLOs or the curriculum until more reliable information is collected.
If yes, please describe the change

III. Assessment Activity Plan for Next Academic Year 2013-2014
All of the items in this section are about the assessment activity the department/program plans to complete during the next academic year.

List the Student Learning Outcome(s) to be Assessed
Students will articulate a clear rationale for the production and evaluation of contemporary visual art that reflects an orthodox Christian value system.

Describe the student work to be collected for assessment
Students submit a 10 page paper justifying the development of their integration of contemporary artistic practice with their Christian faith (paper to be submitted for the university writing competency).

IV. Follow Up on Previous Years (2011-12) Recommended Program Changes

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<th>What curricular change was implemented?</th>
<th>Was new data collected after this change? Yes or No</th>
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<tr>
<td>While the art department collects information and conducts extensive annual review of all art majors, the data was not formally evaluated.</td>
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Has there been any observable impact on teaching or learning? If so, describe.

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<th><strong>If no data was collected, when will new data be collected and evaluated?</strong></th>
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<td>New data will be collected in 2013-14.</td>
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