

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>Art & Design</i>
<i>514: Visual Arts, BFA (Concentrations in Animation, Graphic Design, Studio, and UX Design)</i>	
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<i>Is this an online program?</i> ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Demonstrate expertise with the use of the elements and principles of art and design to create visually and conceptually challenging and effective creative works.
Evaluation	Over this next assessment cycle we will: examine SLO 1, to ensure A) it is not multi-barreled and B) it meets the level of sophistication expected of a professional arts degree (i.e.: one suggested edit “demonstrate mastery in visual communication through expert use of elements and principles of design”).
Measurement Instruments	Over this next assessment cycle we will: 1) ensure we are collecting the appropriate artifact for each concentration in the degree program (Animation, Graphic Design, Studio, User Experience Design) – while a digital portfolio of work is appropriate for the studio and graphic design concentrations, other artifacts such as a demo reel for animation and an interactive website for UX may be more fitting for those concentrations; 2) work with program coordinators across areas to refine the evaluation rubric to reflect expected levels of mastery appropriate for each concentration;
Criteria & Targets	In AY 24, we shifted our measure of evaluation from a 7-point numerical scale to a four-category scale describing level achieved (novice, intermediate, proficient, expert) – a method of evaluation more logically aligned to student achievement – and we redefined criteria for student success as 75% of students achieve level of expert. We will retain this new criteria and target moving forward.
Results & Conclusion	Over the past three years, we have continued to iterate and refine the process of assessing SLO 1 in the following substantive ways:

	• (introduced AY 22) Improving internal reliability of responses from assessors by shifting from all faculty as assessors, to a subset of assessors most familiar with the programs and the SLOs (newly appointed program coordinators) • (AY 22-24) developing a rubric for SLO assessment and refining the rubric each year, • (introduced AY 22) refining the artifact collected (shift from a physical to a digital artifact, a more appropriate assessment method for all concentrations) • (introduced AY 24) developed curricular maps to identify courses in which this SLO is addressed • (AY 22 – 24) worked with program coordinators (appointed in AY 2022) on curriculum oversight and refinement for the program • (introduced AY 24) shifting measure of evaluation from a 7-point numerical scale to a four-category scale describing level achieved (novice, intermediate, proficient, expert) – a method of evaluation more logically aligned to student achievement – and redefining criteria for student success to match this new measurement
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the past three years, we have made significant progress in our assessment strategy for SLO 1. Our plan for the next three-year assessment cycle is as follows: AY 26 – 28: Commit to evaluating and refining the substantive changes made to our assessment strategy for SLO 1 outlined above. The department will also continue to address holistic curriculum development, oversight, and revision where needed, and take lessons learned from our yearly ASL reports back into the classroom for continued improvement. Over this next assessment cycle we will: 1) examine SLO 1 itself, to ensure A) it is not multi-barreled and B) it meets the level of sophistication expected of a professional arts degree (i.e.: one suggested edit “demonstrate mastery in visual communication through expert use of elements and principles of design”); 2) ensure we are collecting the appropriate artifact for each concentration in the degree program (Animation, Graphic Design, Studio, User Experience Design) – while a digital portfolio of work is appropriate for the studio and graphic design concentrations, other artifacts such as a demo reel for animation and an interactive website for UX may be more fitting for those concentrations; 3) work with program coordinators across areas to refine the evaluation rubric to reflect expected levels of mastery appropriate for each concentration; 4) address any programmatic issues raised in our last NASAD re-accreditation cycle.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate expertise in one or more visual art / design discipline(s).
Evaluation	This SLO represents the most fundamental learning outcome for students in our program.
Measurement Instruments	Over this next assessment cycle we will:

	1) ensure we are collecting the appropriate artifact for each concentration in the degree program (Animation, Graphic Design, Studio, User Experience Design) – while a digital portfolio of work is appropriate for the studio and graphic design concentrations, other artifacts such as a demo reel for animation and an interactive website for UX may be more fitting for those concentrations; 2) work with program coordinators across areas to refine the evaluation rubric to reflect expected levels of mastery appropriate for each concentration;
Criteria & Targets	In AY 24, we shifted our measure of evaluation from a 7-point numerical scale to a four-category scale describing level achieved (novice, intermediate, proficient, expert) – a method of evaluation more logically aligned to student achievement – and we redefined criteria for student success as 75% of students achieve level of expert. We will retain this new criteria and target moving forward.
Results & Conclusion	This SLO represents the most fundamental learning outcome for students in our program. To help ensure this goal is successfully met, in addition to continuing to refine the process of assessing SLO 2 following the methods listed in SLO 1, above, in AY 23 we undertook a program evaluation focused in particular on the graphic design curriculum, resulting in a substantive curricular clean up that has improved students' progress toward their degrees, and higher levels of achievement on this SLO.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the past three years, we have made significant progress in our assessment strategy for SLO 2. Our plan for the next three-year assessment cycle is as follows: AY 26 – 28: Commit to evaluating and refining the substantive changes made to our assessment strategy for SLO 2 outlined above. The department will also continue to address holistic curriculum development, oversight, and revision where needed, and take lessons learned from our yearly ASL reports back into the classroom for continued improvement. Over this next assessment cycle we will: 1) ensure we are collecting the appropriate artifact for each concentration in the degree program (Animation, Graphic Design, Studio, User Experience Design) – while a digital portfolio of work is appropriate for the studio and graphic design concentrations, other artifacts such as a demo reel for animation and an interactive website for UX may be more fitting for those concentrations; 2) work with program coordinators across areas to refine the evaluation rubric to reflect expected levels of mastery appropriate for each concentration; 3) address any programmatic issues raised in our last NASAD re-accreditation cycle.

Program Student Learning Outcome 3

Program Student Learning Outcome	Demonstrate appropriate professional practices for their chosen field.
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Evaluation	This SLO represents another critical skillset for all graduates from this professional arts BFA degree.
Measurement Instruments	With the recent development of two new concentrations in this degree (Animation and User Experience Design), over the next three years we need to ensure we identify what appropriate professional practices are for each of our four concentrations; that we are teaching and developing these practices across our curriculum for each concentration; and last, that we are assessing professional practices appropriately for each concentration.
Criteria & Targets	We will need to ensure our criteria and targets for success are aligned with our areas of concentration and instruments used for evaluation.
Results & Conclusion	This SLO represents another critical skillset for all graduates from this professional arts BFA degree. Over the past three years, we have made significant progress in our assessment strategy for SLO 3 via the methods listed in SLO 1, above. With the recent development of two new concentrations in this degree (Animation and User Experience Design), over the next three years we need to ensure we identify what appropriate professional practices are for each of our four concentrations; that we are teaching and developing these practices across our curriculum for each concentration; and last, that we are assessing professional practices appropriately for each concentration.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next assessment cycle we will: 1) Identify appropriate professional practices for each of our four BFA concentrations (Animation, Graphic Design, Studio, UX Design); 2) Create a curriculum map for each concentration that illustrates where each practice is addressed; 3) Identify courses in which appropriate artifacts for assessment are created and a method for collecting these artifacts; 4) work with program coordinators across areas to refine the evaluation rubric to reflect expected levels of mastery appropriate for each concentration; 5) Identify any gaps that need to be addressed. In AY 27 – 28, we will address any gaps identified, and continue the iterative evaluation cycle.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Demonstrate the ability to effectively communicate about their work and the work of other artists, both historic and contemporary.
Evaluation	Over the next assessment cycle we will examine SLO 4, to A) ensure it is not multi-barreled and is measurable, and B) clarify the role that we expect historic and contemporary influences to play in a student's work (for example, a potential revision could read: Demonstrate the ability to effectively communicate about their work and the work of <i>within the context of</i> other artists, both historic and contemporary).

Measurement Instruments	See below discussion under “results.”
Criteria & Targets	We will need to ensure our criteria and targets for success are aligned with our areas of concentration and instruments used for evaluation.
Results & Conclusion	Over the past three years, we have continued to iterate and refine the process of assessing SLO 4 in the substantive ways listed in SLO 1, and we have: • Developed and included an additional measurement to assess this competency. Assessment now includes both a written creative statement and an oral presentation. While we have not met this SLO in all of the past 5 years, continued focus within the program and in the Portfolio and Capstone courses on career readiness, with specific attention on helping students develop effective verbal communication skills, ensure that our students continue to improve in this important area. With the advent of AI, it is likely that the value of written statements will decrease as a valid measure for assessing real student learning. On the other hand, developing and delivering an oral creative talk, whether through assistance with AI tools or not, gives students practice in effectively communicating about their work and process – critical skills as they develop career readiness in their fields.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next assessment cycle we will: 1) examine SLO 4 itself, to ensure A) it is not multi-barreled and is measurable, and B) the role that we expect historic and contemporary influences to play in a student’s work (for example, a potential revision could read: Demonstrate the ability to effectively communicate about their work and the work of <i>within the context of</i> other artists, both historic and contemporary.); 2) Continue to observe, and where necessary examine ways to mitigate, any negative effects AI has on student learning and assessment in our program.