

Assessment Cycle 2023-2024

Program: (BFA) Bachelor of Fine Arts (214)

Department of Fine and Graphic Art

College of Arts and Sciences

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Northwestern State University Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission: College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of Fine and Graphic Arts: The mission of the Art Unit within the School of Creative and Performing Arts operates under the mission of the university as a whole. This mission involves three primary goals: first, to provide quality instruction in a variety of disciplines; second, to encourage creative activity and scholarship, and third, to serve the college and surrounding community via the educational, cultural and economic opportunities provided by the university.

A broad range of educational offerings in fine and applied art and art history, in conjunction with the university's core curriculum, provides in-depth study for the professional major, as well as a body of knowledge associated with a liberal arts degree.

In addition to facilities, expertise and instruction regarding traditional media, the Art Unit has a strong commitment to technologically enhanced instruction and relevant technology curriculum. The availability of new technology and instruction is considered imperative by the faculty and administration.

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The Art Unit is committed to an academic and professional environment, which encourages creative activities, scholarship, and research. Faculty development in the areas of personal research and creative growth, technological competencies and teaching is nourished by the department and the university as a whole. This emphasis on active professional competence promotes excellence in the learning environment while engaging the public in university activities.

The university serves a diverse cultural and economic audience encompassing not only the local area, but also the state, region and beyond. Students come from small communities as well as metropolitan areas. Through academic offerings, art exhibitions, and the contributions of students to the community and contributions of graduates to the work force, the Art Unit is deeply tied to the surrounding community. The unit is committed to an environment of mutual respect, in which academic and cultural opportunities are made available; helping to meet the educational, cultural, and professional needs of the community at large.

Bachelor of Fine Arts Program Mission Statement: Students in the Bachelor of Fine Arts degree program will experience a thorough educational experience in the visual arts. They will learn a variety of foundational principles and mediums in art that will lead to upper level specificity and personal development. Each concentration will help the students reach their personal career and artistic goals by giving them opportunities through projects and class assignments to develop skills, habits, style, and artistic voice. These class experiences will culminate with professional studies, business practices, and the capstone Senior Exhibition in order to provide the students with experience in planning, processing, and carrying out professional artistic and design practice. The students should graduate with a portfolio and experience to begin professional practice or graduate studies.

Methodology: The assessment process for the BFA program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program chair;
- (2) The program chair will analyze the data to determine whether student have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty if required (show cause);
- (5) The Program Chair will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricular and program changes.

Student Learning Outcomes:

SLO 1. Through directed studies in art and design, students secure an in-depth understanding and application of visual art techniques.

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Course Map: Tied to course syllabus objectives in all courses

Measure 1.1: Testable through projects, annual student reviews with faculty advising committees, and class critiques. Data will be collected through curricular benchmarks, annual student review rubric forms, and course reports. Faculty advising committees will collect data at annual student reviews. Data collected will allow faculty to assess current and future curricular needs. Acceptable data would show overall, 50% of students secure an in-depth understanding and application of visual art techniques or a 3.5 or better on the review rubric. The target data would show 80%. Faculty and students (curriculum and outcomes) reach a competitive level of professional proficiency early in the students' studies.

Findings: In AC 2023-2024, the target was not met.

Analysis: In AC 2022-23, the target was met. Eighty percent (80%) of the students reviewed (Freshmen, Sophomores and Juniors: N=52) met the requirement of SLO 1. The faculty implemented more in-class demonstrations on topics found difficult by students to better explain requirements on assignments. The faculty implemented rapid instruction in basic tool usage for students with tool use deficits. Faculty explained and adhered to absentee policies established by the University to aid students in understanding the importance of attendance. New faculty and a growing culture of care and responsibility have positively impacted the department and its students.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. Despite new efforts on behalf of the faculty, many students suffered from rampant absenteeism, which negatively impacted these students' time in the classroom. Those new improvements included instituting opportunities for students to act as apprentices to professors in their fields of interest; offering plein-air drawing class to students having completed Drawing I; creating a student/faculty led art film night; and reinstating the student international honor society, Kappa Pi. Last-minute changes in faculty assignments in the Fall 2023 was another potential disruption that may have impacted student success in SLO 1. This influx of new faculty may account for differences as well, and although the measure for these should be objective, newer faculty may have scored this area more strictly.

As a result of the analysis of AC 2022-2023, in AC 2023-2024, the target was not met. Thirty-one percent (31%) of students (N=95) met the requirement of SLO 1.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results, to drive improvement in AC 2024-2025, Art faculty will provide increased and improved advising opportunities for students, offer open studios for work outside of class time, and arrange off-campus trips which will positively impact the students and the department in general.

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SLO 2. Students acquire valuable production experience that is reflected in their own independent achievements.

Course Map: Tied to course syllabus objectives in all courses

Measure 2.1: Observable through projects and academic patterns by regular faculty evaluations and review of sketchbook work. Data will be collected through annual student review rubric forms and curricular benchmarks. Faculty advising committees will collect data at annual student reviews. Data will allow faculty to assess current and future curricular needs, as well as the frequency and quality of evaluation processes. Faculty and students (curriculum and outcomes) increase in the level of expectation and professional output. Students are expected to deliver a qualitative and quantitative level of involvement and production. Acceptable data would show overall, 50% of students exhibit high levels of production in their individual artistic achievements, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: In AC 2023-2024, the target was not met.

Analysis: In AC 2022-2023, there was a dramatic increase: 75% of student reviews (N=52) met with a 3.5 or higher mark on SLO 2. Instructors focused on teaching technique in conjunction with producing final works that illustrated mastery of technique and growth in the personal expression of the student's artistic voice. Faculty-led, in-class peer critiques enhanced student experiences.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024: addition of more classroom-based faculty/peer critiques, implemented an apprenticeship role for interested students, and added new opportunities for students to attend off-campus museums and galleries. Many students suffered from rampant absenteeism, which impacted those students' time in the classroom. Last-minute changes in faculty assignments in the Fall 2023 were another potential disruption that may have affected student success in SLO 2.

As a result of the analysis of AC 2022-2023, in AC 2023-2024, the target was not met. Twenty-seven percent (27%) of students (Freshmen, Sophomores, and Juniors: n=72) met the requirements of SLO 2. Seniors (n=23) surpassed the acceptable data threshold with 57%, meeting this SLO requirement with a 3.5 or better.

Decision: In AC 2023-24, the target was not met. There has been a marked decrease in students who have exhibited high levels of production in their individual artistic achievements or a 3.5 or better on the review rubric. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement. In AC 2024-25, to reverse this downward trend, faculty will strive to add more opportunities for students to attend workshops and internships and to work on public art projects as part of their studies and courses. Students will receive a handbook, "Art School in a Nutshell," that provides information regarding our expectations of Art students, how to plan for their success, and a listing of resources that are available to assist students. This handbook will be written

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by the faculty with input from NSUCares.

SLO 3. Students synthesize the curricular experience to meet their professional and creative goals.

Course Map: Tied to the course syllabus objectives in all courses.

Measure 3.1: Observable and testable through the curricular opportunity to take upper-level courses in specific areas and the presentation of a cohesive body of artwork at the end of their degree program. Testable through an alumni survey that will be administered at one-year, three-year and five-year intervals. Data will be collected through annual student review rubric forms, curricular benchmarks, reviews of exhibition, and through the administered surveys. Students will submit a proposal for their senior exhibition. Advisors and committees will assess the success or failure of the exhibits. Faculty will administer the surveys and collect the data. Data will allow faculty to assess current and future curricular needs. Faculty and students (curriculum and outcomes) work together to develop and foster the individual voice and style of the student in preparation for professional work. Acceptable data would show overall 50% of students synthesizing the curricular experience to meet their professional and creative goals, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: In AC 2023-2024, the target was not met. Twenty-four percent (24%) of the students reviewed met the goal of 3.5 or better on the review.

Analysis: In AC 2022-2023, the target was not met. However, 75% of Freshmen, Sophomores, and Juniors who were reviewed (N=52) achieved a 3.5 or better on the review rubric. Art faculty added more opportunities for students to attend workshops and internships and to work on public art projects as part of their studies and courses. Greater emphasis was placed on workforce readiness, graduate study readiness, and professional development earlier in the curriculum.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. While Senior Capstone classes ART 4980 and ART 4990 are the best measures of this SLO, the Art faculty collected data in AC 2023-2024 from all other courses instead, as evaluating graduating seniors as a part of the total population may be skewing results. Despite the faculty's efforts, (expanding the number of trips to major museums as well as the number of seats available; using lab fees to pay for travel costs of these trips; providing freshmen and transfer students with beginning tools of their own; and adding skills like building canvases to course requirements) many students suffered from rampant absenteeism, which affected those students' time in the classroom. Last-minute changes in faculty assignments in Fall 2023 was another potential disruption that may have impacted student success in SLO 3.

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As a result of these changes, in AC 2023-2024, the target was not met. Twenty-four percent (24%) of students (n=72) met the requirements for SLO 3.

Decision: In AC 2023-2024, the target was not met. However, there has been a marked increase of students who have exhibited high levels of production in their individual artistic achievements or a 3.5 or better on the review rubric. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement. Art faculty will strive to add more opportunities for students to attend workshops and internships and to work on public art projects as part of their studies and courses. Emphasis will be placed on workforce readiness, graduate study readiness, and professional development earlier in the curriculum. To drive improvement in AC 2024-2025, a portion of the “In a Nutshell” booklet will be aimed at preparing junior students for the activities of their senior year.

SLO 4. Students participate in experiences that encourage familiarity with a broad variety of work in various specializations and media.

Course Map: Tied to the course syllabus objectives in all courses

Measure 4.1: Observable through participation in departmental or class field trips to museums, galleries, and design centers as well as participation in student exhibitions and organizations. The percentage of majors attending major semester field trips and entering annual student exhibitions will be monitored. Data will be collected by generating lists of the percentage of students attending the various classes and departmental trips. Also, in annual student reviews, faculty will report independent trips the students have initiated and their participation in student and other exhibitions. The faculty will collect the data for student exhibition participation and student trip attendance. Data will allow faculty to assess the frequency and effectiveness of exhibitions and trips. Faculty and students (curriculum and outcome) will foster an atmosphere of learning through participation in gallery and extra-curricular experiences. Acceptable data would show that, overall, 50% of students participate in enrichment experiences, or a 3.5 or better on the review rubric. The target data would show 80%.

Findings: In AC 2023-2024, the target was not met.

Analysis: In AC 2022-2023, the target was met. Sixty-nine percent (69%) of students scored a 3.5 or better on the review rubric. The faculty increased their focus on arranging more opportunities for students to travel to exhibitions. Additionally, attendance at exhibitions/ receptions has been added for credit to UNIV1000 FIG, and regular gallery talks with visiting artists will be more consistently scheduled.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. Students were invited to attend a total of three museum trips—two of which transportation and fees were covered by lab fees; movie nights were added to the activities the unit was already offering—like an all-night draw and departmental holiday parties. Many students suffered from rampant absenteeism, which impacted a

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number of students' time in the classroom. Last-minute changes in faculty assignments in Fall 2023 was another potential disruption that may have impacted student success in SLO 4.

As a result of the analysis of AC 2022-2023, in AC 2023-2024, the target was not met but an acceptable point was met. Thirty-five percent (35%) of students (N=95) met with SLO 4. Fifty-one percent (51%) of students (N=95) reach an acceptable point.

Decision: In AC 2023-2024, the target was not met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024-2025. The faculty will focus efforts on arranging more opportunities for students to travel to exhibitions, and attendance at exhibitions/ receptions will be added for credit to UNIV1000 FIG and other courses. Additionally, regular gallery talks with visiting artists will be more consistently scheduled. Faculty will work to develop a uniform measure of attendance—a goal from AC 2021-2022 that remains unmet.

Comprehensive summary of key evidence of improvements based on analysis of results: The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the analysis of AC 2022-2023 results.

- In Measure 1.1, despite new efforts on behalf of the faculty, many students suffered from rampant absenteeism, which negatively impacted these students' time in the classroom. Those new improvements included instituting opportunities for students to act as apprentices to professors in their fields of interest; offering plein-air drawing class to students having completed Drawing I; creating a student/faculty led art film night; and reinstating the student international honor society, Kappa Pi. Last-minute changes in faculty assignments in Fall 2023 was another potential disruption that may have impacted student success in SLO 1. This influx of new faculty may account for differences as well, and although the measure for these should be objective, newer faculty may have scored this area more harshly.
- In Measure 2.1, more classroom-based faculty/peer critiques; implementing an apprenticeship role for interested students; adding new opportunities for students to attend off-campus museums and galleries. Regardless, many students suffered from rampant absenteeism, which impacted those students' time in the classroom. Last-minute changes in faculty assignments in Fall 2023 were another potential disruption that may have affected student success in SLO 2.
- In Measure 3.1, while Senior Capstone classes ART 4980 and ART 4990 are the best measures of this SLO, the Art faculty collected data in AC 2023-2024 from all other courses instead, as evaluating graduating seniors as a part of the total population may be skewing results. Despite the faculty's efforts, (expanding the number of trips to major museums as well as the number of seats available; using lab fees to pay for travel costs of these trips; providing freshmen and transfer

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students with beginning tools of their own; and adding skills like building canvases to course requirements) many students suffered from rampant absenteeism, which affected those students' time in the classroom. Last-minute changes in faculty assignments in Fall 2023 was another potential disruption that may have impacted student success in SLO 3.

Plan of action moving forward:

- To provide exposure to workshops and internship opportunities
- To create "Art School in a Nutshell" handbook.
- To provide more opportunities to work on with faculty on public art projects
- To add improved advising opportunities for students
- To offer open studios for work outside of class time
- To arrange more off-campus trips to museums, galleries, and appropriate work sites.
- To place appropriate emphasis on workforce readiness, graduate study readiness, and professional development earlier in the curriculum
- To develop a uniform measures of attendance and interventions for unexcused absenteeism.