**2014-2015 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), director of assessment and program review, by September 30, 2015. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please identify your department/program in the file name for your report.

**College: Mike Curb College of Arts, Media, and Communication**

**Department: Art**

**Program: Graduate (MA/MFA)**

**Assessment liaison: Magdy Rizk**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_\_ Measured student work.**

**B. \_\_\_X\_\_\_\_ Analyzed results of measurement.**

**C. \_\_\_X\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision.**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, and/or application) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

**3. Preview of planned assessment activities for next year.** Include a brief description and explanation of how next year’s assessment will contribute to a

continuous program of ongoing assessment.

**2. Overview of Annual Assessment Project(s).**

* **Explanation:**

The Department of Art chose to conduct an assessment project for the graduate program to coincide with accreditation demands and to accumulate viable data to measure and improve the program. In addition, the Assessment Committee is in the process of revising SLOs for all its programs including the B.A., M.A., and M.F.A and implementing a post-graduate survey for the Department of Art B.A. program (details below).

* **A/B: Graduate Assessment**

The Department of Art is in the process of conducting an assessment pilot project for the MA/MFA programs. The Assessment Committee has produced a draft of a proposed rubric to measure thesis projects from the Masters of Art and Masters of Fine Arts programs.

The proposed rubric was produced to measure the current SLOs 1, 2, and 3 used for graduate study in visual art.

1. Master advanced knowledge, theories, and concepts about art; communication ideas and concepts through writing, speaking, and art making.
2. Broaden the knowledge of contemporary art and the understanding of the theoretical, cultural and historical contexts of art through writing, speaking, and art making on advanced levels.
3. Master processes of generating and solving problems in art; analyze, interpret, and question traditional methodologies and preconceived notions of art and art making on an advanced level.

The committee had a preliminary norming of the rubric, which revealed some ambiguous language in the rubric that needed clarification. Adjustments to the rubric also addressed clarification of what content types (image or text) are to be the focus for each column. The language in the “Art Making” column was changed to more accurately score the connection and relevance between the written content and the students’ artwork. (Attachment 1)

Content used for the preliminary norming was collected from published graduate theses from years 2007 to 2012, including abstracts, introductions and photo documentation of student work from graduates' final exhibitions. Through preliminary assessment of a selection of documents, the committee discovered that written theses or project descriptions appear to be inconsistent in terms of what should be included in an abstract and introduction. Ultimately, there was not enough information within the selections of abstracts and introductions to effectively implement the current draft of the rubric and assess the SLOs. The committee agreed to review the entire thesis as a digital document, from a more recent selection of students - the last three school years. This reasoning stems from discussions occurring as we normed the rubric. We realized a lot of changes had been made to the graduate program in the areas of curriculum, program structure and faculty in the last two years. Therefore, it makes sense to focus on more recent examples of student products, since old methods may have been discontinued.

The committee also speculated on the possibility of standardizing the department’s written thesis format, in order to get specific types of content represented in all published documents. This of course will depend on findings in the new selection of documents to be assessed.

* **C: Rewriting of Department SLOs**

In the process of creating SLOS FOR a new B.F.A. program (not yet passed), and addressing unclear language that hindered assessment activities in our current set of department SLOs, the Assessment Committee decided to revise SLOs for all its programs including the B.A., M.A., and M.F.A. Alterations include updating language for contemporary perspectives, clarify levels of achievement, and to identify career goals corresponding to each program. Drafts of the current version of these SLOS will be presented this semester to the department faculty for discussion (and most likely some revisions), and then adoption. (Attachment 2)

* **B/C: Post-Graduate Survey (B.A. Program):**

A post-graduate survey for the Department of Art B.A. program will be put forward to the College office of the dean for approval. This survey, for the largest group of graduates in the art department, will be implemented to gather data aboutstudent success after matriculation from the Department of Art. The initial draft of the survey was cumbersome in terms of response time and formatting. The liaison (author) and assessment committee contributed to several versions of the survey. revisions to the survey included streamlining the questions and an automatic drawing for a gift card as incentive for respondent participation. (Attachment 3)

* **Diversity:**

This graduate assessment project was to reveal the strength of the program as it pertains to the multiplicity of talents, knowledge, beliefs, abilities and experiences that are shared among MA/MFA graduate students and faculty. The Department of Art’s graduate program currently (for the last three years) embraces a collaborative, interdisciplinary structure for art making and critiques, professors of various sub-disciplines of art. The process is as follows: A diverse graduate committee (in term of areas of expertise, various ethnic and cultural backgrounds), as a group, meets with all graduate students during review “walk-throughs” once per semester. The graduate committee also works closely with all graduate students in their art making, exhibition planning, and written thesis development.

Our graduate students come from a wide variety of ethnic, cultural, and economic backgrounds. The program has accepted and recruited candidates from both national and international communities, thus enriching the program for both faculty and students alike. These students explore and incorporate their racial, ethnic, and socio-political interests and concerns, for example, through their artwork and writing.

**3. Preview of Planned Assessment Activities for Next Year.**

* In the next year, the department assessment committee will continue to finalize and implement a working pilot project for graduate assessment, as outlined above. If norming is successful, a larger sample will be scored. The data from this will then be documented and shared with the Department of Art graduate faculty in order to determine what actions, if any, would be useful to pursue as a result of this assessment
* The assessment committee will continue to finalize new department SLOs for current programs, to presented to faculty this summer, and implement a department-wide adoption. This will assist in developing clear and effective assessment activities as the department moves forward..
* The post-graduate survey for Department of Art B.A. alumni will be implemented. After approval of the current version of the survey from the deans office, the document will then be forwarded to Alumni Services to construct a database that will include pertinent alumni contact information, targeting alumni that have graduated with a B.A. in Art from our program, in the last twenty years. An online survey will be formatted and sent to a significant sampling derived from the generated database.

The data is intended to show the strengths and weaknesses of the program through responses collected from alumni. This data will then be shared and discussed with department faculty to determine what changes might be made to the B.A. program as a result of this assessment.

**­**

(Attachment 1)

**RUBRIC: ART GRADUATE ASSESSMENT 2015**

**DRAFT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scoring Scale (1-4) | **Historical Knowledge  (Written)** | **Understanding Context (Written)** | **Art Making (Visual)** | **Analysis  (Written)** |
| Exceptional – 4 | Exceptionally clear evidence of advanced knowledge of ancient through contemporary art. | Exceptionally clear understanding of art knowledge in theoretical and historical contexts. | Exceptional evidence of advanced processes of generating and solving problems in art and its adherence to concepts presented in the written content. | Exceptionally clear analysis, interpretation and questioning of traditional methodologies and preconceived notions of art. |
| GOOD – 3 | Clear evidence of advanced knowledge of ancient through contemporary art. | Clear understanding of art knowledge in theoretical and historical contexts. | Clear evidence of advanced processes of generating and solving problems in art and its adherence to concepts presented in the written content. | Clear analysis, interpretation and questioning of traditional methodologies and preconceived notions of art. |
| SATISFACTORY - 2 | Satisfactorily clear evidence of advanced knowledge of ancient through contemporary art. | Satisfactorily clear understanding of art knowledge in theoretical and historical contexts. | Satisfactory evidence of advanced processes of generating and solving problems in art and its adherence to concepts presented in the written content. | Satisfactorily clear analysis, interpretation and questioning of traditional methodologies and preconceived notions of art. |
| MINIMAL - 1 | Minimal to no clear evidence of advanced knowledge of ancient through contemporary art. | Minimal to no clear understanding of art knowledge in theoretical and historical contexts. | Minimal to no evidence of advanced processes of generating and solving problems in art and its adherence to concepts presented in the written content. | Minimal to no clear analysis, interpretation and questioning of traditional methodologies and preconceived notions of art. |

(Attachment 2)

Proposed BA Program SLOS:

1. Students will produce a competent body of work suitable for a liberal arts degree in their chosen discipline for the local and global marketplace.
2. Students will solve creative problems within their specific discipline, including research and synthesis of technical, aesthetic, and conceptual knowledge at a competent level.
3. Students will communicate ideas for their intended audience using visual, oral, and written presentation skills relevant to their discipline area.
4. Students will demonstrate competent technical, aesthetic, and conceptual decisions based on an understanding of the elements of art and principles of design within their specific discipline area.
5. Students will acquire competent knowledge of diverse cultural and aesthetic trends, both historical and contemporary, on art and design products relevant to their discipline area.
6. Students will demonstrate competent collaborative and interdisciplinary skills and practices needed for activities within their specific discipline area.

Proposed BFA Program SLOS: (NOTE THAT THIS PROGRAM HAS NOT YET PASSED THE CURRICULUM REVIEW PROCESS.)

1. Students will produce a comprehensive and proficient body of work suitable for seeking professional and academic opportunities in their chosen discipline for the local and global marketplace.
2. Students will solve creative problems within their specific discipline area, including research and synthesis of technical, aesthetic, and conceptual knowledge at a professional level.
3. Students will demonstrate the communication of ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their discipline area.
4. Students will demonstrate professional technical, aesthetic, and conceptual decisions based on an understanding of the elements of art and principles of design within their specific discipline area.
5. Students will demonstrate knowledge of diverse cultural and aesthetic trends, both historical and contemporary, on art and design products relevant to their discipline area.
6. Students will demonstrate professional skills and practices needed for collaborative and interdisciplinary activities within their specific discipline area.

Proposed MA Program SLOS:

1. Students will produce a proficient body of work suitable for seeking professional and academic opportunities in their chosen discipline for the local and global marketplace.
2. Students will solve creative problems within their specific discipline area, including research and synthesis of technical, aesthetic, and conceptual knowledge at a proficient level.
3. Students will proficiently communicate ideas for their intended audience using visual, oral, and written presentation skills relevant to their discipline area.
4. Students will demonstrate proficient technical, aesthetic, and conceptual decisions based on an understanding of the elements of art and principles of design within their specific discipline area.
5. Students will acquire proficient knowledge of diverse cultural and aesthetic trends, both historical and contemporary, on art and design products relevant to their discipline area.
6. Students will demonstrate proficient skills and practices needed for collaborative and interdisciplinary activities within their specific discipline area.

Proposed MFA Program SLOS:

1. Students will produce a comprehensive and individually focused body of work suitable for seeking professional fine art and academic opportunities in their chosen discipline for the local and global marketplace, while having historical context and advancing their field.
2. Students will generate and solve creative problems within their specific discipline area, including research and synthesis of technical, aesthetic, and conceptual knowledge at a professional fine art level.
3. Students will demonstrate a masterful command of ideas that communicates with their intended audience using visual, oral, and written presentation skills relevant to their discipline area.
4. Students will demonstrate masterful fine art technical, aesthetic, and conceptual decisions based on an understanding of the elements of art and principles of design within their specific discipline area.
5. Students will master knowledge of diverse cultural and aesthetic trends, both historical and contemporary, on art and design products relevant to their discipline area.
6. Students will demonstrate professional fine art skills and practices needed for collaborative and interdisciplinary activities within their specific discipline area.