



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

2022-2023

Creative Arts Major

Scott Foster

Submitted By

Scott Foster

Previously Submitted Reports

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Mission

The Creative Arts Department's mission is to engage students with works of the creative imagination. Courses are designed to achieve this goal through three approaches:
1.) by developing within students an aesthetic appreciation of the arts of the world in which they live,
2.) by enabling students to understand the arts as they reflect the cultural spirit of various epochs in human experience, and
3.) by encouraging the unlocking and development of students' own creative potential and skill.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Synthesize conceptual, technical, and historical/contextual matters with formal components in the creation of a work of art.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Capstone Paper. Students complete a thesis paper that contextualizes the form and content of their project (assessed in no. 2 below) This assessment is based on the content section of the paper.

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% at 3 or 4
20% at 4

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

6 CREA Majors Students in CREA460
83% at 3 or 4
60% at 4

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

The changes we made to the instruction and practical construction of the paper really bore fruit this year. In terms of paper grades (discounting penalties for late work). The lowest score this year was about equal to the highest score last year. Looking to the future, we need to look at differentiating the assessments and rubrics, and eventually potentially the assignments for CREA and VADS majors

6. Determining if changes impacted student learning

Yes. The changes were very effective.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate a mastery of the formal and technical components of their discipline in the creation of a body of work.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Students complete a semester long project that is an outgrowth of the work they did in CREA311. The project incorporates technical skills acquired throughout their course of study, and usually draws on ideas and interests explored in their other coursework at Siena. Project is exhibited at the end of the term.

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% at 3 or 4
20% at 4

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

6 CREA majors in CREA490
83% at 3 or 4
50% at 4

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

As determined last year we increased the amount of physical work the student had to bring in for the earlier critique. The timing of spring break and the inaccessibility of the labs during the weekend prior to the return to campus ended up throwing this off a bit and made it necessary to reschedule the critique. Prof. Gatewood plans to account for this in our schedule next year, and to add an additional critique of physical work.

Looking to the future, we need to look at differentiating the assessments and rubrics, and eventually potentially the assignments for CREA and VADS majors

6. Determining if changes impacted student learning

Difficult to determine because of the lab issue, but given that students were more ready for the final critique and installation than had been in years past, we wouldn't say that the change was ineffective.

The change in the breakdown of the project grades continues to be effective in requiring students to better manage their time and spread out the workload of the term.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will be able to articulate thought about what an artists work achieves (their own, their peers', other artists')

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Written, individual, and group critiques. The goals of critique are similar to those assessed in PLO 1, but the assignments are different. Furthermore, the assignments utilize different communicative and analytical muscles, so to speak.

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% at 3 or 4
20% at 4

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

6 CREA Majors in CREA490
100% at 3 or 4
50% at 4

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We're looking at ways of engaging the shy and less immediately articulate students during critique. We will add a third full class critique early in the term next year, and possibly utilize an alternative format to increase engagement.

Looking to the future, we need to look at differentiating the assessments and rubrics, and eventually potentially the assignments for CREA and VADS majors

6. Determining if changes impacted student learning

This year we required physical work at all critiques (in the past we allowed presentations of digital work, sketches, and work in progress). That change was beneficial in that it required students to invest more effort early in getting at least some of their work to a finished state. It also fostered more of a esprit de corp among the students, that we hope to continue to nurture next year.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will be able to defend and respond to criticism of their work

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
-

Discussing/ using result

Determining if Changes had an Impact on Student Learning

Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Two assignments are used: Journal entries (in which they respond to the class critiques) and their defense at the end of term.

When does assessment occur?

Spring

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% at 3 or 4

20% at 4

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

6 CREA majors in CREA490

Part 1:

50% at 3 or 4

50% at 4

Part 2:

100% at 3 or 4

50% at 4

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

This group was more articulate in critiques, but less reflective about their own work. They often just plowed ahead. It's good that they weren't deterred by a negative critique. Prof. Gatewood and I anticipate that adding the additional critique might be useful for this learning outcome in that it will give students more familiarity with their peers work, and more opportunities for reflection and self assessment.

Looking to the future, we need to look at differentiating the assessments and rubrics, and eventually potentially the assignments for CREA and VADS majors

6. Determining if changes impacted student learning

Slimming down the number of journal entries was largely positive in that the quality of writing was higher, but that quality was not about self assessment. We plan to make adjustments to the writing prompts and critique questions for next year.

Package History

Date	User	Action
5/23/2023 10:55:13 AM	Scott Foster	Submitted 'Student Learning Assessment Report'
5/23/2023 10:56:02 AM	Institutional Effectiveness	Received
5/23/2023 10:56:02 AM	School of Science - Asst. Dean	Received
5/23/2023 10:56:03 AM	Provost and Senior Vice President	Received
5/23/2023 10:56:03 AM	School of Liberal Arts - Asst. Dean	Received
5/23/2023 10:56:03 AM	Scott Foster	Received
5/23/2023 10:56:03 AM	School of Liberal Arts - Dean	Received
5/23/2023 10:56:04 AM	Tim Reno	Received
5/23/2023 10:57:50 AM	Scott Foster	Decision Approved
5/23/2023 11:04:19 AM	Margaret Madden	Decision Approved