



Student Learning Assessment Report, Academic

Report Year

Program

Department Head

Submitted By

Previously Submitted Reports

Mission

To engage students with works of the creative imagination. Our curriculum empowers students:

1. To understand the creative process and be able to internalize this process for self-assessment and creative growth.
2. To evaluate artwork with reference to the Elements of Art and Principles of Design and to create work through the application of the same.
3. To demonstrate technical excellence in the skills, tools, materials, and/or software used in their medium(s) of choice, and to apply those skills in practica, internships, independent studies and/or capstones.
4. To gain knowledge of historical and contemporary art movements, trends, and genres, and to identify artists relevant to their own process of art-making.
5. To articulate the content of their own work, and to engage in critical dialogue and thoughtful discourse.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

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.)

When does assessment occur?

How often does assessment occur?

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

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

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 toward the future, some of the changes in CREA490 will be rolled into the fall course CREA311 that VADS majors complete before taking CREA 490. Components from CREA311 that seemed too complex in the past will be rolled forward into CREA490 next year.

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)

5 VADS majors in CREA490

100% at 3 or 4
60% 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.

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.

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)

5 VADS Majors in CREA490

100% at 3 or 4
60% 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.

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...

2. Phase

Check all that apply

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

- 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)

5 VADS majors in CREA490

Part 1:
60% at 3 or 4
20% at 4

Part 2:
100% at 3 or 4
60% 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.

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 10:37:57 AM	Scott Foster	Submitted 'Student Learning Assessment Report'
5/23/2023 10:38:46 AM	Provost and Senior Vice President	Received
5/23/2023 10:38:47 AM	School of Liberal Arts - Dean	Received
5/23/2023 10:38:47 AM	School of Liberal Arts - Asst. Dean	Received
5/23/2023 10:38:47 AM	Scott Foster	Received
5/23/2023 10:38:47 AM	School of Science - Asst. Dean	Received
5/23/2023 10:38:48 AM	Tim Reno	Received
5/23/2023 10:38:48 AM	Institutional Effectiveness	Received
5/23/2023 10:57:47 AM	Scott Foster	Decision Approved
5/23/2023 11:04:07 AM	Margaret Madden	Decision Approved