

Art - Bachelor of Arts

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

--

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The Department of Art examined the learning outcomes assessment through the BA in Art capstone ART 489 e-portfolio submissions. Each full-time faculty assesses the e-portfolio with three criteria; communication (visual and written); skill and technique; and critical thinking. For the communication and critical thinking categories (visual and written), faculty assess the artist's statement, artist bio, and images of artwork. For the skill and technique evaluation faculty assess the artwork using three criteria: craft, creativity, and design.

When compiling the data, the department uses a 1-5 scale, 1=poor 2=fair 3=average 4=good, and 5=excellent. The department found an overall mean average of 3.8, above the average category, but just below good within our rubric. This mean average is lower than that of the BFA program. One reason for this discrepancy is that many of our best BA students are encouraged to apply for the BFA program. In the data, this appears to be a loss of students when, in fact, they are just transitioning to our professional degree.

Moving forward, the department has identified a need to raise those averages to levels more reflective of our BFA and MFA programs. We plan to provide broader faculty access to the capstone e-portfolio submissions earlier each semester creating additional critique and revision opportunities before the final assessment.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

This year we made several changes to the BA Program to address issues of student success. The primary change that we made was to raise the number of upper-division elective credits from 3 to 9. This was because we have had numerous students finish all of the program requirements and end up short on upper-division credits. We hope the change will resolve this problem and decrease student frustration.

In addition, one credit of ART F491 Fine Art Seminar was added. This course is a one-credit course that was developed to address a lack of higher-level critique experience in the BFA and MFA programs. BA students will now have to take this course in their senior year and will be encouraged to think more critically about their practice and how that fits into the greater art community. We believe that having BA students take the Fine Art Seminar will help raise assessment scores to the level of BFA and MFA students.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Decline in majors, Decline in persistence, Increase in SCH, Decrease in pass rates

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

One trend found was a decrease in pass rates among [REDACTED] students by 10% during the reporting period. The department prides itself on an inclusive program for our diverse student population and the decrease is of concern. Although the program's pass rate has gone down for this demographic when averaged out over the review period we find the department has a 75.76% pass rate compared to the 67.95% pass rate for the same demographic college-wide. The discrepancy between the department's overall pass rate and the pass rate for [REDACTED] students of 5.9%, but this is nearly half the difference of the college-wide pass rate of 10.8%. One cause identified as a contributing factor was the pandemic, and lack of internet resources for the demographic. Faculty noted when moving to online many [REDACTED] students did not participate which lowered the overall GIP. The GIP rate for [REDACTED] students within the program outperforms the department average for all students with a mean average of 78%. The performance increases when looking at the college average of 73.04% GIP for [REDACTED] students, a difference of 4.95% in GIP. The department's relative success is in part due to the inclusive nature of the program and is the home of the Native Art Center. The department will continue to monitor the trends moving forward and continue a culture of inclusivity for all students.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Undergraduate Research, ePortfolios

Collaborative Assignments & Projects

Undergraduate Research

Undergraduate Research and Scholarly Activity creates impactful learning experiences through a variety of grants that students or mentors can apply for. The grants allow students to work on interdisciplinary projects that broaden the scope of their visual communication as well as connect them to their environment and community in a valuable way. They also offer mentor project awards that allow students to work with a mentor through intensive projects to deepen their understanding of research and professionalism in their field.

Diversity/Global Learning

The Department of Art is committed to diversity and global learning. The department is home to the Native Art Center, a program that was started in 1965, and established as a means of getting students from rural Alaskan communities into UAF. Students can take classes within the Center as part of their degree fulfillment like Alaska Native Art History (ART 365) or one of the Alaska Native Art Studio courses offered every semester. The department also regularly offers several courses offering a global perspective such as ART 261X-262X World Art History, and specialty seminars such as Modern Japanese Art. The department continues its ongoing efforts for inclusion and diversity by fostering a culture of respect, and inclusivity within the program.

ePortfolios

As part of the BA in Art capstone, students submit an e-portfolio which includes an artist biography, artist statement, resume, and a selection of images of artwork from a variety of studio classes. All full-time faculty members review the e-portfolios as part of our assessment process.

First-Year Seminars & Experiences

--

Writing-Intensive Courses

--

Service-Learning and/or Community-based Learning

--

Internships

--

Capstone Courses & Projects

The department uses ART 489 Capstone in Art as an assessment tool for the program. The course is set up as a peer-review process where students submit an Artist Biography, Statement, Resume, and images of artwork. As a cohort of graduating students, they work together to refine the work before submitting the required items for assessment. The asynchronous online course allows students the opportunity to fulfill the requirements for the degree even if they have to leave the state for any reason.

Other or None of these (explain)

One high-impact practice not listed is the opportunity for all students to exhibit their artwork each semester to refine their exhibition skills. The Annual Art Student Invitational Exhibition is held at the end of each Fall semester. Students registered during the Fall semester are invited to exhibit up to three pieces that were recently completed and not otherwise exhibited at UAF.

The Annual UAF Juried Student Art Exhibition is held at the end of each Spring semester. This show is open to all disciplines and to all registered art students during that academic year. Each year the Art Department faculty select a guest juror from outside the department for the exhibition, providing students with an opportunity to have their work critiqued by a professional artist.

Submission

Submitter & Collaborator Names

Da-ka-xeen Mehner
Zoë Marie Jones
Sasha Bitzer
Wendy Croskrey
Miho Aoki
Mareca Guthrie
J. Jason Lazarus

Submitter Email

dmehner@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

Some of the comments for the Art BA, Art BFA, and Art MFA are the same because much of the information shared in program reviews were identical or very similar. In particular, the committee noted the SLOs are identical for three programs in Art. It is essential that different programs have different outcomes - if students are intended to learn the same things, how are the programs differentiated? Something to resolve, per some of the guidance below, for the full program review in two years.

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Art BA program. The review panel appreciated that the program has SLOs with appropriate measures of student learning and provided a well-developed narrative for each of the HIPs (high-impact practices).

Learning Outcomes Feedback

Requires Minor Revision

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,"Clear, concise presentation of findings"

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 4 SLOs for the Art BA SLOA plan. All SLOs are appropriate as measures of student learning. In addition, there is evidence that program faculty are working collaboratively on assessing SLOs. The review panel offers the following recommendations to improve upon the program's SLOAs:

- For SLO #4 (Critical Thinking), rubrics are listed as under development. It appears that critical thinking is included in the BA capstone project rubric, so the program should update the SLOA plan to reflect that.

- Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (keeping 4 SLOs would meet that requirement).

Provide well-developed rubrics and artifacts.

- Please remove individual student information from the artifacts to avoid disclosing FERPA protected information).

- Additional clarity could be provided on how the data are used to assess the SLOs

- The Google sheet listing the rubric scores was difficult to read. For future reviews, it might be helpful to summarize some of the key findings from the rubrics beyond the overall scores.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

While COVID may be an understandable cause for the decline in pass rates, future assessments should include specific actions that the program plans to employ in order to address declines in pass rates and equity gaps. Lacking from the assessment was a plan for addressing decline in pass rates for [REDACTED] students, although context on possible causes was provided by the program. Equity gaps were not selected in the review portal but the program did discuss equity gaps in their narrative. The review panel appreciates the attention to detail when assessing the student success data.

For the full review, the program should address more fully why they had a decline in majors, as that is a key data point for overall success of academic programs.

The program noted several curricular changes. For the full program review, more detail could be provided linking the curricular changes more directly to the analysis for student data.

High-Impact Practices Feedback

The program identified capstone courses/projects, ePortfolios, and undergraduate research as HIPs. A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements.

Artwork presentation to refine exhibition skills and evaluation of artwork by an external professional artist was listed as an additional HIP.

While the program provided descriptions of the HIPs and where they fit into the program, they could have been tied more clearly to the SLOA process. The review panel recommends including examples to demonstrate/highlight each HIP. For example, regarding undergraduate research, it would be helpful to share one or two examples of the kinds of projects students participate in, as well as how many students pursue and receive URSA funding each year.

The review panel recognizes that the HIPs employed by the Art program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Art Department - Bachelor of Arts

College of Liberal Arts

September 26, 2016

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Art Department encourages independent, original, creative and critical thinking skills. The Department prepares professionally oriented students for careers and provides a more general appreciation of subject matter for other students enrolled in liberal arts or elective study. The Department is committed to developing students' abilities to investigate and interpret how art communicates the ideas of a culture. The Department provides exhibitions	Communication: Visual - graduates will be able to analyze, interpret, contextualize, evaluate, and create visual materials in both physical and digital formats with well-articulated formal and conceptual choices. Oral/Written - graduates will be able to express ideas in a coherent, logical, and compelling way, both orally and in writing.	Critiques/Portfolio Review/Exhibitions Presentations/Papers	Visual record of graded artwork/documentation of exhibitions/critique rubrics Collection of written papers and exams
	Skill and Technique - graduates will be able to produce works of art or design that demonstrate comprehensive knowledge of their particular area of	Critiques/Portfolio Review/Exhibitions	Visual record of graded artwork/documentation of exhibitions//critique rubrics

and cooperates with other arts sponsoring organizations. In addition, the Department provides cooperative cultural and educational projects for the benefit of students, the university, the local community, and beyond. GOAL STATEMENT: To assure that graduates are prepared to be contributing members of society capable of functioning as working artists.	study and indicate their capacity to succeed as creative professionals. Students will have a basic understanding of design.		
	Critical Thinking - Demonstrate critical thinking skills including the ability to distinguish between and use rational, intuitive, and critical thinking processes and to construct meaning using visual information. Being able to challenge convention. Students will be able to place their work in a historical and global context.	Artists statements/ Exhibition proposals/ Art history assignments	Rubrics under development