**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Art B.A.** | **Suzy Wear** | **P. Hofstetter** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in Art from Cal State East Bay will 1. Think creatively from the expression of an idea to the completion of a work of art;2. Apply art fundamentals successfully;3. Demonstrate an awareness of the history and context of art in relation to contemporary topics and social, political and cultural issues; 4. Communicate an understanding for the use of an art medium for expression;5. Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.  |

**B. Program Student Learning Outcome(s) Assessed**

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| 5. Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work. |

**C. Summary of Assessment Process**

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| Students in capstone courses were instructed to create and post a PDF portfolio with samples of their capstone work. This was posted to the B.A. Art Student and Faculty Organization on Blackboard. A survey was posted on Blackboard for faculty but it was later found that faculty may take surveys but because of their status on Blackboard to have access to the Grade Center, their results do not tabulate. The survey was redone using SurveyMonkey and limiting the questions so to gain access without charge.The Faculty were assigned a small group of portfolios and given instructions and links to the survey. At the time of this report, 60% of the faculty members have participated in the survey.  |

**D. Summary of Assessment Results**

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| The assessment data was, for the most part, favorable. The results were all in the average to excellent range with no data in the poor range. In the area of technical proficiency, there could be some improvement to push the average students higher into the good-excellent levels. This is most likely something that would be best added into the lower division courses. I would recommend across the board use of rubrics for those classes and clear demonstrations of the practice and results of what can basically come down to practice. Sharing findings with faculty and discussing the results and improvement potential would also be quite helpful. Currently, many of the lower division courses are now taught by lecturers and graduate students. They would need some clear data on the expectations of the course objectives and grading rubrics. As for the cohesiveness factor and results, again they were mostly favorable. The improvement to those would need to be done by introducing the practice of a cohesive series, etc. in the upper division courses and making it very clear for the capstone students in all areas. Faculty instructing capstone courses would benefit by discussion of the departmental rubrics as well. Again, there are lecturers instructing some capstone courses and they are not always aware of the already established rubrics for senior capstone projects. The department would benefit from a systemized way of sharing that important information.As for next year, we will be doing another portfolio survey in Winter quarter for the Photography and Pictorial/Studio students. There were some helpful suggestions from faculty members that the students also provide some information to their portfolio as to the intent, etc. of the project. This would aid in the review process.We will also be testing SLO #1 – Students will think creatively from the expression of an idea to the creation of a work of art. This will be done by both indirect and direct methods.  |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| * Many of us are not power users in Excel and the assessment data gathering requires it. Although I managed to find tutorials online in my “spare time”, I would recommend some thought given to posted, written tutorials or even a workshop at one of the meetings.
* Blackboard as designed was problematic but free. As we don’t have a budget, it was left to resourceful “what would work” methods. Providing proper tools would be it so much easier. Perhaps the new assessment tool in the newly acquired (?) Bb package will solve this?
* Much time was devoted to this project. The College and University are increasingly stating the importance of Assessment yet little compensation is provided.
* The idea of rotating assessment coordinators is not a bad one. This came up at our final meeting. My department leaves all decisions and discussion of assessment to me. It is not viewed as something that everyone should be concerned with. Although we all agreed to commit to next year, I would encourage the college to consider a rotation to basically instruct the instructors!
* The pizza was much appreciated!
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Thank you for your hard work for the past year, and have a Great Summer!

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Art B.F.A.** | **Suzy Wear** | **P. Hofstetter** |

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**B. Program Student Learning Outcome(s) Assessed**

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| --- |
| 5. Communicate and apply technical proficiency in areas appropriate to their degree option to produce a cohesive body of work.6. Demonstrate the ability to create artwork that shows commitment in their work, confidence in their vision and the ability to work in an individual style that expresses their particular view. |

**C. Summary of Assessment Process**

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**D. Summary of Assessment Results**

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| The data for the BFA SLO’s was quite favorable. The scores for the SLO that is common to the SLO in the BA degree were higher as they should be. The BFA hopes to attract a more serious student. That said, there were few students in the program for the assessment period. The sample is quite small. The same assessment will be repeated in Winter, 2014 as the number of students in the capstone that quarter is higher.There were technical difficulties in Winter quarter this year that have since been addressed.Next year, we will also be assessing SLO #1 by direct and indirect methods. We will implement that in the Fall quarter on a small number of upper division students then add a larger number of capstone students in the Winter and Spring quarters. The current plan is the use of short video documentaries of students at the start of an idea and seeing it through to its completion. Indirectly, the plan is to post the videos in the Art department hallway on a large screen already installed. The videos will then be reviewed by a faculty committee as a direct assessment. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| * (See the Report for the BA results. Again, the pizza was appreciated!)
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Thank you for your hard work for the past year, and have a Great Summer!