

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: MA in Art

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2011 – 2012	Six separate Student Learning Outcomes were evaluated: 1. Demonstrates understanding of art foundations; 2. Demonstrates ability to discuss artwork relative to conceptual contexts; 3. Demonstrates ability to discuss artwork relative to historical contexts; 4. Demonstrates skill specific to choices of media; 5. Demonstrates skill specific to intended personal expression; and 6. Demonstrates professional preparedness for the field.	To assess these SLOs, we embedded summative assessment into capstone courses. The summative assessments directly targeted the SLOs and were evaluated by faculty in the individual programs in the Department. Though we talked about making some changes to the wording of the existing SLOs, we decided to keep them as is for this year for more comparative data. We may change them for next year. As a further note, in 2012 we assessed the BFA IDES for the first time. It is a newer program, and we waited until the first group (i.e., those who had been in it for 4 years) began to graduate.	Consistently, our students are more highly proficient at making art than they are at discussing it and writing about it. We also noted lower than expected scores in personal expression. We will address an action plan for both of these concerns. Overall, most of our students continue to be scored highly in the SLOs.	We will seriously consider ways in which we can provide more content in the areas of speaking and writing about art.
2012 – 2013	Six separate Student Learning Outcomes were evaluated: 1. Demonstrates understanding of art foundations; 2. Demonstrates ability to	No changes made from previous years.	As in previous years, BA Art Education students are assessed as mighty High Performing in studio skill-related criterion and are about half-and-half in the Conceptual and Art Historical	I have made a recommendation to the Department Chair that we review Assessment procedures this year and make changes in our approach for the year 2013 - 2014.

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			performing in each Criterion. They are assessed at the completion of their program. The MFA students are assessed in their seminar classes and so include first, second and third year students. They are assessed about half-and-half High Performing and Emerging.	
2013 – 2014	NA	NA	NA	NA
2014 – 2015	Six separate Student Learning Outcomes were evaluated: 1. Demonstrates understanding of art foundations; 2. Demonstrates ability to discuss artwork relative to conceptual contexts; 3. Demonstrates ability to discuss artwork relative to historical contexts; 4. Demonstrates skill specific to choices of media; 5. Demonstrates skill specific to intended personal expression; and 6. Demonstrates professional preparedness for the field.	This year we assessed the BFA -Studio in a class taken early in the program as well as after culmination	Results show continued strengths across all SLOs in all programs assessed, however, we see areas where we want to focus on improvement including foundations, art history and conceptual contexts, writing, personal expression and preparedness for professional-level work.	This year we faculty will discuss whether or not to alter our approach to assessment, such as doing first and culminating assessments of students in the BFA programs and looking at how the Foundations Coordinator position might target improvement in this area. Also writing and understandings of conceptual and historical contexts should be examined.
2015 – 2016	Six separate Student Learning Outcomes were evaluated: 1. Demonstrates understanding of art foundations; 2. Demonstrates ability to discuss artwork relative to conceptual contexts; 3. Demonstrates ability to discuss artwork relative to	To assess these SLOs, we embedded summative assessment into capstone courses. The summative assessments directly targeted the SLOs and were evaluated by faculty in the individual programs in the Department.	This year we see the same strengths and weaknesses, i.e., studio skills are consistently stronger than reading and writing skills among the BA and BFA Studio students. BA Art History and BA Art Education have stronger writing and speaking skills than studio. BA Art History students overall are	This year the faculty agree to go forward with a new approach to assessment.

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	historical contexts; 4. Demonstrates skill specific to choices of media; 5. Demonstrates skill specific to intended personal expression; and 6. Demonstrates professional preparedness for the field.		consistently assessed as mostly Highly Proficient in all SLOs. These results clearly show us where our program can seek new ways to help students in the areas that are assessed as lower than others.	
2016 – 2017	NA – faculty is redesigning the assessment structure for the MA Program.	NA – faculty is redesigning the assessment structure for the MA Program.	NA – faculty is redesigning the assessment structure for the MA Program.	NA – faculty is redesigning the assessment structure for the MA Program.