

Ames School of Art & Design

Strategic Assessment Plan

June 2022

The Ames School of Art & Design (SOA&D) will assess four primary student learning goals. Goals have been developed and inspired by previous School of Art assessment goals, Illinois Wesleyan University's mission statement, and current student communication channels.

- From IWU Mission Statement: *A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry.*
- From SOA&D online welcome letter: *Our mission is to develop tomorrow's visionaries by fostering creativity, critical thinking, and effective communication. Our fun and flexible curriculum will challenge you and expand your horizons.*

Learning goals for the SOA&D have been kept intentionally broad in order to work across the degrees and disciplines offered:

BFA

- *Concentrations Offered:*
 - *Two-dimensional Studio Art*
 - *Three-dimensional Studio Art*
 - *Graphic Design*

BA

- *Concentrations Offered:*
 - *Studio Art*
 - *Graphic Design*

Minor

- *Studio Art*
- *Graphic Design*
- *Art History*

1. Student Learning Goals

Goal 1. Students will be able to competently create visual works.

Students have a demonstrated ability to utilize the elements of art and design in a well-executed manner pursuant to project goals. Work exhibits craftsmanship and thorough care in execution. Relevant tools and software have been applied skillfully.

Related questions for internal discussion: Have students been given a foundation of art and design principles to build on? Are relevant tools and software being taught to the level necessary? How can this school encourage and develop craftsmanship? Is the school effectively developing applicable skill?

Relevant Measures for Goal 1: A, B

Goal 2. Students will be able to think critically, creatively and conceptually.

In addition to being skillfully crafted, student work explores creative and compelling solutions. Research is integrated, historical context has been examined and visual culture has been investigated.

Related questions for internal discussion: Are students provided with the tools they need to think critically, and the opportunity and space to conceptualize varied solutions? How is creativity developed and fostered within the classroom? Are we seeing historical understanding applied to student work?

Relevant Measures for Goal 2: A, B

Goal 3. Students will be able to effectively communicate and collaborate.

Students have a demonstrated ability to clearly and concisely present ideas to others. Students are able to contribute meaningfully to conversation surrounding classmates' work. Students have engaged in group work and collective problem-solving.

Related questions for internal discussion: Are we providing the tools necessary to collaborate effectively? Is group work assigned? Are we providing opportunities to practice and refine visual communication, written communication, verbal presentations, and communication through emerging media?

Relevant Measures for Goal 3: A, B, C, D

Goal 4. Students will be able to engage in the process of work and study.

Students arrive on time, are dedicated to hard work, and are mentally present and open.

Related questions for internal discussion: Are the assignments we design and opportunities we provide engaging students at an appropriate level? Are there opportunities for students to succeed? Do we provide space to passionately follow their curiosities and push themselves to the edge of their abilities?

Relevant Measures for Goal 4: A, C, D

2. Repeatable Measures for Assessment

A. SOA&D Annual Faculty Review of Student Progress Folders

Each SOA&D Major and Minor will have a progress folder to help document students' time here and observe progression toward goals. Folder to be saved both online and on hard drive in SOA&D office. Each spring, faculty will gather to review current work. Each student's progress folder will be reviewed twice by faculty: in student's second year, and upon graduation. During this review meeting, assessment rubrics will be filled out and archived (Appendix A). Student scores to be anonymously recorded in a sortable excel table, with data summarized (Appendix B).

Student progress folders will contain:

- Four or more projects from within student's area of focus:
 - 1+ 100-level course project(s)
 - 1+ 200-level course project(s)
 - 1+ 300-level course project(s)
 - Senior Show (Capstone Project) documentation and rationale, or 400-level course project if senior show not available.

Notes:

- when applicable, projects included should stay consistent year-over-year, and from student to student within a year.
 - Students will be made aware that project is being saved in their review folder.
 - Project prompt and rationale to be provided to reviewers
- Written or presented assignment in Art History
 - Portfolios:
 - If applicable, portfolio submitted with application to IWU
 - Senior portfolio of five favorite pieces created while here. Template for submission to be provided to students.
 - Student Transcript

B. SOA&D Faculty Review of Annual Juried Student Show

- A semi-formal, state-of-the-program discussion which considers entries submitted, entries chosen, and entries awarded in relation to School's stated goals.
- Rubric filled out and archived. (Appendix C)
- Year-over-year data points recorded for assessment purposes.

C. Final Semester Survey

- A survey provided to graduating seniors (Appendix D)
 - *Suggestions on what to include in survey quoted from: Assessment: Clear and Simple by Barbara E. Walvoord*
 - How well did you achieve each of the following departmental learning goals? (List each department goal, with a scale for each: for example, "extremely well, very well, adequately well, not very well, not at all", or an "agree/disagree" scale)
 - What aspects of your education in this department helped you with your learning, and why were they helpful?
 - What might the department do differently that would help you learn more effectively, and why would these actions help?

- Faculty provided with survey feedback prior to annual assessment meeting for discussion purposes.

D. Alumni Survey

- Survey to be sent to alumni five years post-graduation:
 - requesting career update
 - requesting update on current trends in industry
 - requesting feedback on program and suggestions for improvement
- Faculty provided survey feedback prior to relevant assessment meeting for discussion purposes.

3. Timeline

The School of Art & Design chooses to be on a two-year assessment cycle.

September: Fall Assessment Meeting

- Discuss learning goal to be assessed for current academic year.
 - 22-23: Goal 1
 - 23-24: Goal 2
 - 24-25: Goal 3
 - 25-26: Goal 4
 - 26-27: Rotation resets with Goal 1

- Identify coursework to be added-to and included-in progress folders for year to come.
- Set plan for recording assessment and turning in files to assessment committee.
- Review Final Semester Survey and Alumni Survey feedback from previous year.
- Minutes to be taken for posterity

December: Selected Project Outcomes Uploaded to Database.

- Current Assessment Liaison to email reminder near the end of semester to participating instructors.

April: Spring Assessment Meeting, to be Held During Annual Juried Student Show.

- Faculty review, discuss, and assess student progress folders
 - Rubrics saved and added to documentation
- Faculty review, discuss, and assess art show entries
 - Rubrics saved and added to documentation
- Action plan to be developed for area(s) needing focused improvement.
- Minutes to be taken for posterity

April 1: Choose Assessment Liaison and Notify Assessment Committee of Choice

April: Selected Project Outcomes Uploaded to Database.

- Current Assessment Liaison to email reminder near the end of semester to participating instructors.

April: Send out Final Semester Survey and Alumni Survey

- Surveys emailed by current Assessment.

May 31: Submit Yearly Update or Assessment Report

Student Assessment Form

Ames School of Art & Design

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Your email will be recorded when you submit this form

Student Name

Your answer

Year

Date

mm/dd/yyyy

Student Year

2

4

Major & Concentration

Your answer

Minor

Your answer

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Goals Rubric

Goal 1: Student is able to competently create visual works.

Demonstrated ability to utilize the elements of art and design in a well-executed manner pursuant to project goals. Work exhibits craftsmanship and thorough care in execution. Relevant tools and software applied skillfully.

Goal 1: Student is able to competently create visual works.

- Exemplary
- Advanced
- Intermediate
- Novice
- Poor

Where do we see positive progress?

Your answer

Do we have concerns in this area that need to be addressed with this student?

Your answer

Goal 2: Student is able to think critically, creatively and conceptually.

Creative and compelling solutions explored, researched, and realized. Historical context examined and visual culture investigated.

Goal 2: Student is able to think critically, creatively and conceptually.

- Exemplary
- Advanced
- Intermediate
- Novice
- Poor

Where do we see positive progress?

Your answer

Do we have concerns in this area that need to be addressed with this student?

Your answer

Goal 3. Student is able to effectively communicate and collaborate.
Demonstrated ability to clearly and concisely present ideas to others. Able to contribute meaningfully to conversation surrounding classmates' work. Experience with group work and collective problem-solving.

Goal 3. Student is able to effectively communicate and collaborate.

- Exemplary
- Advanced
- Intermediate
- Novice
- Poor

Where do we see positive progress?

Your answer

Do we have concerns in this area that need to be addressed with this student?

Your answer

4. Student is able to engage in the process of work and study.
Student arrives on time, is dedicated to hard work, and is mentally present and open.
Research methods applied as necessary.

4. Student is able to engage in the process of work and study.

- Exemplary
- Advanced
- Intermediate
- Novice
- Poor

Where do we see positive progress?

Your answer

Do we have concerns in this area that need to be addressed with this student?

Your answer

Notes

Notes to be kept on file for student:

Your answer

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SOA&D Assessment Data ☆ ↗ ☁



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	A	B	C	D	E	F	G
1			Scores				
2			Goal 1	Goal 2	Goal 3	Goal 4	Total
3							
4	2022-23	2nd Year	Student A Score	A	A	A	0
5			B	B	B	B	0
6			C	C	C	C	
7			D	D	D	D	0
8			E	E	E	E	0
9			F	F	F	F	0
10							
11		Average:	0	0	0	0	0
12							
13		4th Year	Student A Score	A	A	A	0
14			B	B	B	B	0
15			C	C	C	C	
16			D	D	D	D	0
17			E	E	E	E	0
18			F	F	F	F	0
19							
20		Average:	0	0	0	0	0
21							
22	2023-24	2nd Year	Student A Score	A	A	A	0
23			B	B	B	B	0
24			C	C	C	C	
25			D	D	D	D	0
26			E	E	E	E	0
27			F	F	F	F	0
28							
29		Average:	0	0	0	0	0
30							
31		4th Year	Student A Score	A	A	A	0
32			B	B	B	B	0
33			C	C	C	C	
34			D	D	D	D	0
35			E	E	E	E	0
36			F	F	F	F	0
37							
38		Average:	0	0	0	0	0
39							

Annual Juried Student Show Assessment

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Entries

Number of Entries

Your answer

Number of Entries Accepted

Your answer

Percentage Accepted

Your answer

Freshman Entered (Example: 8/10)

Your answer

Freshman Entries (Example: 27)

Your answer

Sophomores Entered

Your answer

Sophomore Entries

Your answer

Juniors Entered

Your answer

Junior Entries

Your answer

Seniors Entered

Your answer



Senior Entries

Your answer

Option 1

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Annual Juried Student Show Assessment

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Quality of Work

Were there entries not accepted into the show that were of a level worth exhibiting?

Yes
 No
 Other:

This body of accepted entries represent work that is:

Exemplary
 Advanced
 Adequate
 Developing
 Poor

Awarded entries represent work that is:

Exemplary
 Advanced
 Adequate
 Developing
 Poor

Chosen goal for the year to focus on:

Goal 1. Students will be able to competently create visual works.
 Goal 2. Students will be able to think critically, creatively and conceptually.
 Goal 3. Students will be able to effectively communicate and collaborate.
 Goal 4. Students will be able to engage in the process of work and study.

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School of Art & Design Exit Survey

The following seven questions aim to help this program develop in positive directions.

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Name:

Your answer

Major

Your answer

Minor

Your answer

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Student Learning Goals

For each learning goal listed below, please rate how prepared you feel after going through this program.

1. Students will be able to competently create visual works. Demonstrated ability to utilize the elements of art and design in a well-executed manner pursuant to project goals. Work exhibits craftsmanship and thorough care in execution. Relevant tools and software applied skillfully.

The School of Art & Design has prepared me to competently create visual works:

- Extremely Well
- Very Well
- Adequately Well
- Not Very Well
- Not At All

2. Students will be able to think critically, creatively and conceptually. Creative and compelling solutions explored, researched, and realized. Historical context examined and visual culture investigated.

The School of Art & Design has prepared me to think critically, creatively, and conceptually:

- Extremely Well
- Very Well
- Adequately Well
- Not Very Well
- Not At All

3. Students will be able to effectively communicate and collaborate. Demonstrated ability to clearly and concisely present ideas to others. Able to contribute meaningfully to conversation surrounding classmates' work. Experience with group work and collective problem-solving.

The School of Art & Design has prepared me to effectively communicate and collaborate:

- Extremely Well
- Very Well
- Adequately Well
- Not Very Well
- Not At All

4. Students will be able to engage in the process of work and study. Student arrives on time, is dedicated to hard work, and is mentally present and open. Research methods applied as necessary.

The School of Art & Design has prepared me to engage in the process of work and study:

- Extremely Well
- Very Well
- Adequately Well
- Not Very Well
- Not At All

Student Learning Feedback

What aspects of your education in the School of Art & Design helped you with your learning, and why were they helpful?

Your answer

What might the School of Art & Design do differently that would help you learn more effectively, and why would these actions help?

Your answer

What IWU courses and experiences outside of the School of Art & Design have been most valuable to you and why?

Your answer

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