**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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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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| 1. Think creatively from the expression of an idea to the completion of a work of art |

**C. Summary of Assessment Process**

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| The plan for assessing the above SLO was to videotape a sample of seniors in various Option areas and use both Direct and Indirect assessment methods.The Assessment Coordinator, Professor Suzy Wear, videotaped interviews of students discussing their idea and process as well as showing sketches, notes and artwork. Indirect: The department had already a large screen placed in the hallway of the building for showcasing video and animation talent. The plan was to include to video interviews to introduce new and incoming students to the process of working form an idea to the completion of an artwork or series. This would serve as an indirect assessment method.The Assessment Coordinator, who has been hoping to try to involve faculty more in the Assessment Process, created a Blackboard Organization for Tenure-Track/Tenured Faculty Members. The Organization contains: Departmental Information (a Primer on Assessment written by Professor Wear to explain and simplify the process, the Art Department Mission Statement that was updated in 2012, Rubrics for the Senior Capstone Courses, a list of Capstone Courses, 2012-2013 Art Assessment Documents, and the 2009 Five Year Report Files), Links to CSUEB Materials, Helpful Information Folder and a link to the Survey for 2014. The website also has a discussion set up on assessment.The video interviews were conducted upon completion or “almost” completion of projects. The students were asked to tell what their process involved and show sketches, plans, photo processes, etc. This was admittedly and experimental method but given the department is a visual one, it seemed to be more useful than an exam.Direct: To complete the Direct Method of assessing the SLO, the videos were posted on the Faculty Blackboard Organization (referenced above) and viewed by faculty. Faculty then completed a linked survey rating each video interview (student) on how well their process was completed. |

**D. Summary of Assessment Results**

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| Indirect: Still in progress. The projector needs a server which was being worked on by Professor Janet Green. Direct: Ratings were Excellent, Very Good, Competent, Acceptable and LowBA Students:Excellent: 26.09%Very Good: 41.30%Competent: 15.22%Acceptable: 15.22%Low: 2.17%Some of the comments were that while the process for the student worked well for the result, the student did not articulate it well.Most of the results were good, in that “Very Good” scored the highest.Closing the Loop -Overall, this SLO did not prove to be a problem area even thought the surveys were conducted with students from various option areas. That said, there are some things that would predict a better result in the future for this and other SLO’s.- A departmental effort to develop rubrics for all courses. The rubrics in each class would be developed while keeping the SLO’s in mind. This would help facilitate that the course goals and assessable outcomes were constant regardless of who was instructing the course. The instructor would retain creative freedom but would know what the expectations of the department are within the course.-It is again suggested that the department form an Assessment Committee rather than relying on one person to form, gather, analyze and provide suggestions for improvement in regards to assessment.-Put a 2-3 year rotation on the Assessment Coordinator to encourage knowledge and participation of all faculty in the process. Admittedly the coordinator’s efforts in providing more information and online discussion areas were largely ignored and of no apparent use.- Hopefully, although it is too soon to tell, the Blackboard assessment system will make it less work for the coordinator as the courses targeted, which are already on record, could be tagged to provide assessment data in the future. The above mentioned rubrics would be very valuable in this as well. |

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

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| A profound thank you to Jiansheng Guo for his leadership, support and good humor! Also to my fellow coordinators for their examples and great stories! |

Thank you for your hard work for the past year, and have a Great Summer!

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

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

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**A. Program Student Learning Outcomes**

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

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| 1. Think creatively from the expression of an idea to the completion of a work of art |

**C. Summary of Assessment Process**

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**D. Summary of Assessment Results**

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| BFA resultsExcellent 60%Very Good 20%Competent 13.33%Acceptable 6.67%Low 0%BFA ChartOne of the other results was that the BFA students were more verbally descriptive in explaining the inspiration, influences and background of their idea and overall concept. This was a very good side result as they are in the program longer and there are higher expectations.Closing the LoopPlease refer to the BA results as those suggestions apply to the BFA as well.  |

**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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