2014/15 CLASS FACT ASSESSMENT YEAR END REPORT, JUNE 2015

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<tr>
<th>Program Name(s)</th>
<th>FACT Faculty Fellow</th>
<th>Department Chair</th>
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<td>Art B.A.</td>
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[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

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

2. Apply art fundamentals successfully

C. SUMMARY OF ASSESSMENT PROCESS

In order to assess the program level outcome number two, applying art fundamentals successfully, faculty was asked to identify suitable assignments in their respective courses.

These assignments were evaluated in regard to the aforementioned program student-learning outcome. In the framing of the assessment process, art fundamentals were defined in relationship to the different options of the
art department offers. In general art fundamentals were understood to be the successful application of the elements and principles of art design and photography.

These elements and principles range from the atomic, format, point, line, shape etc. to the molecular, such as balance unity, variety, hierarchy, proportion, and emphasis.

The assessment describes the degree to which the elements and principles were used self-consciously and with awareness range from beginning, via progressing, to proficient, and advanced. I also suggested that the definition of successful meant a proficient level at the BA level and then advanced at the BFA level.

The results of each of the selected assignments were then summarized in a single one-descriptor rubric.

The results were then mapped according to course number.

Since there are no control groups, and classes are taught for different faculty in different semesters, the results are not generalizable, yet they might suggest certain trends and distributions of the degree to which the program level outcome of successful use of our art fundamentals are mapped across the curriculum.

D. SUMMARY OF ASSESSMENT RESULTS

Looking over the results we see certain expected trends with a few outliers. In addition I separated the electronic from the non-electronic arts in the assumption that in many cases students do not take these classes depending on their option.

When looking at electronic and non-electronic options we can recognize a trend towards increasing awareness of art fundamentals and their successful application despite outlier data.

This seems to correspond to the department’s assertion that Program Level Outcome is progressively being achieved as students make their way through the courses.

Outlier data, such as Graphic Design 1 –Art 3810, can be explained through the sequencing of courses and the roadmap. In the Graphic Design option, Graphic Design 1 –Art 3810 follows Web Authoring – Art3870

The other outlier, Drawing 1 - Art 1113 – is most likely the result of an assessment, which was not normed.
Figure 1 - All Collected Data

Figure 2 - Non-Electronic Media Courses
There are four recommendations for the next assessment cycle.

- Improving the (formative) assessment data collection
- Sorting data by Option
- Validating data against the roadmap/sequence
- Conducting data collection over the course of 4 years

**IMPROVING THE (FORMATIVE) ASSESSMENT DATA COLLECTION:**
Collecting this simple data across all the course taught in the spring quarter or even for the entire year should provide a better snapshot of the program. Attention should be brought to outlier data and norming through assessment by multiple faculty used to create more consistent understanding about what each rubric level represents. It is possible that using blackboard outcomes can help in this matter, by providing resources to conduct the assessment. Google forms/sheets worked fine in this regard. Care should be taken to record the name of each faculty member for each data collection, since outlier data might be connected to the particularities of how a particular course is taught by a particular faculty member. Lastly, We were not able to collect capstone assessment
data this quarter/year, which should be included in the future. Since assessment constitutes additional work, not covered in the contracts of lecturers, additional strategies should be developed to assess capstone courses.

SORTING DATA BY OPTION:
It seems that a clearer picture emerges when data is organized according to the roadmap and by each option. Future assessments should make greater use of this.

VALIDATING DATA AGAINST THE ROADMAP/SEQUENCE:
Mapping the sequence of collected data against the course offering and roadmap should help create a better picture of the progression of skills in regard to the PLO’s.

CONDUCTING DATA COLLECTION OVER THE COURSE OF 4 YEARS:
Conducting the assessment in a consistent manner over the course of the next four years should begin to allow us to track cohorts through the program. It should however be noted that unless we begin tracking individual students, we are not necessarily looking at consistent data and cannot assume actual valid data showing growth.

It would be a more useful activity to track individual students across their career and monitor growth through a learning portfolio project. Such monitoring would allow us to begin to see trends in development. This data might be very useful as we convert classes to semesters. It would also be exceedingly time consuming and impractical without more commitment of additional resources.

E. SUGGESTIONS AND RECOMMENDATIONS FOR THE CLASS FACT PROJECT IN THE FUTURE

Learning Portfolios/ Integrated Assessment:

I believe that the assessment strategies going forward need to be integrated into the normal workflow of teaching. In this way they should not become an additional impact or burden to faculty who are already being asked to produce many artifacts beyond teaching students.

Academic learning portfolios as a graduation requirement might be a good way to chronicle a student’s journey through the university. Greater clarity about mapping course and program outcomes in syllabi would help towards greater consistency.