

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted Feb. 3, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Bachelor of Arts in Art (ART)

Person(s) Preparing Review Dr. Richard Wright

Provide summary of the last cycle's use of results and changes implemented

USE/RESULTS: FPA faculty members met and recommended that more data is necessary to analyze and use results as very few graduates on this degree last year represented limited data. This degree was approved in fall 2003. CHANGES IMPLEMENTED: Rubric for Artist Statements changed to reflect nature of that assignment more accurately; pass-rate percentages adjusted (both up and down) for several means of assessment; outcome language adjusted in one case; general editing on outcomes; better storage system devised for record-keeping on written assignments.

Section I: Planning and Implementation
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Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

Department of Fine and Performing Arts/Bachelor of Arts in Art. Department/College/University Goal(s) Supported:

To fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The students' knowledge and appreciation of culture, fine arts, social integration, and self-realization.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the Bachelor of Arts in Art will attain a basic and satisfactory competence in the history of art, within the broader context of a liberal-arts education.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization.

Identify methods of assessment to be used

(1) Portfolio of writing assignments; (2) Locally generated survey

Indicate when assessment will take place

Annual

Criteria/Benchmark

1) Using a rubric developed by the Art faculty and derived in part from principles spelled out in a recent edition of the Handbook of the National Association of Schools of Art and Design (NASAD) for 'liberal-arts majors in Art,' portfolios of art history exams and essays from ART majors taking ARTS 3353 will be assessed by a panel of three judges. (ARTS 3353 is the closest thing to a summative art-history course "experience" for our majors. It has lower-level art-history prerequisites and recommended prior coursework in other art-history classes, is required for graduation, is now offered every spring, and is writing-oriented.) Only one of the judges shall be a fulltime TAMIU faculty member in Art History. The outcome will be achieved if 50% of the portfolios receive scores of 3 or higher on a 5-point holistic scale.

2) 70% of all students anonymously completing the Cumulative Art History Knowledge Survey (CAHKS) administered by a fellow student during the time block allotted for end-of-term Student Evaluations in ARTS 3353 will agree with the statement, "My competence in the techniques, concepts, and media I am studying in other art classes has been strongly enhanced by the historical and critical perspectives I have gained in the courses I have taken at TAMIU in art history."

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the Bachelor of Arts in Art will attain basic technical proficiency in at least two media.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation

of culture, fine arts, social integration, and self-realization.

Identify methods of assessment to be used

(1) Local tests; (2) Alumni survey.

Indicate when assessment will take place

Annual

Criteria/Benchmark

1) 60% of students in 2000-level classes (including majors, possible majors, and non-majors) will attain basic proficiency in the following learning outcomes: (i) understanding of the materials employed to make art in the assigned medium, (ii) the technical aspects of execution in the medium taught, and in (iii) aspects of artistic composition that are specific to the medium taught. Quizzes, tests, reports, and other assignments will be given at various points during the term. Such assignments usually focus on aspects of these three outcomes. In part, these assignments will draw on competency-based expectations for 'liberal-arts majors in Art' that are related to the three outcomes specified in this paragraph, and derived from the most recent edition available of the Handbook of the National Association of School of Art and Design (NASAD). TAMIU classes in Art at the 2000 level serve as basic introductions to various art media. Since all ART majors are required to take two such classes at the 2000 level, they will at some point in their undergraduate careers be assessed on their basic technical proficiency in two different media.

2) 50% of responding alumni who hold this degree, surveyed two years after graduation, will provide generally positive responses to any survey questions concerning the general relevance of problem-solving skills and learning strategies, developed initially in their attempts to master medium-related technical standards at the 2000 level in Art at TAMIU, to the mastery of new technical tasks in post-college occupational life.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the Bachelor of Arts in Art will be prepared to continue producing their work for personal self-realization and growth after graduation, and/or to display and exhibit their work in a professionally coherent way to public audiences.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization.

Identify methods of assessment to be used

(1) Judging of artist statements; (2) Alumni survey.

Indicate when assessment will take place

Annual

Criteria/Benchmark

- 1) Each ART major displaying art in the annual Senior Exhibit will prepare an Artist's Statement to accompany their work. A three-person panel (only two of which are full-time TAMIU faculty members in studio art) will grade each student statement on a holistic, five-point-scale rubric with regard to the following points of emphasis: (i) clarity of organization and expression; (ii) integration of some of the relevant concepts and skills (e.g., technical, critical, personal, and/or historical) learned and developed as an ART major; (iii) ostensive correspondence, to an engaging degree for the reader, of the artistic ideas and intentions articulated in the Statement to the individual's work as exhibited. The outcome will be achieved if 60% of the statements receive scores of 3 or higher on that five-point scale.

- 2) At least 50% of responding alumni who hold this degree, surveyed two years after graduation, will provide generally positive responses to questions concerning their ongoing creative self-fulfillment and development.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2007

Outcome 2

Spring and Fall 2007

Outcome 3

Spring 2007

What were the results attained (raw data)?

Outcome 1

[**NOTE: ALL collected data reported here and in the other two outcomes is combined for both the BA in Art and the BA in Art with All-Level Certification due to the relatively small samples.**] Criterion 1: 45.45% (5 of 11) scored at 3 or higher; 54.54% (6 of 11) scored at 2.83 or higher. DID NOT MEET GOAL, but it was very close. Criterion 2: I forgot to have the CAHKS administered! The average score on this has always been solid, though, and since this edition of ARTS 3353 was a good group, I suspect the results would have been similar to those of past years.

Outcome 2

Criterion 1: For Spring 2007, 72% of students (18 of 25) reported on by faculty averaged a grade of 70 or above. Goal was 60% of students averaging a grade of 70 or better. Data for Fall 2007 still pending/being collected. So far, GOAL HAS BEEN MET. Criterion 2: can't be administered yet--too few graduates; program began in 2003.

Outcome 3

Criterion 1: My notes indicate that the average holistic grade of 3 was reached by no more than 50% of statement writers. Goal was 60% meeting this score. DID NOT MEET GOAL. Criterion 2: can't be administered yet--too few graduates; program began in 2003.

Who (specify names) conducted analysis of data?

Outcome 1

Wright, Krueger, Haertlein (calculations by Wright)

Outcome 2

Haertlein, Reuben Njaa; data still forthcoming for Fall 2007. Calculations by Wright.

Outcome 3

Wright, Krueger, Haertlein (calculations by Wright)

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE web page.](#))

Summary will be emailed to chair, ARTS faculty, and Prof. Soto by Feb. 20, 2008. A full real-time meeting was not held since the data for some criteria is still nonexistent or was not collected due to failure to administer instruments related to a given criterion. Also, data sets are still small, and this is only the second year data has been analyzed.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: On portfolios, we were much closer meeting the goal this year than last. Changing the percentage threshold (as noted in last year's report) was a good idea insofar as we seem to be getting a calibration on outcomes and reasonable expectations for those outcomes. Comments from last year's report still apply here: basic writing (and reading!) competency of students is still subpar by college standards to begin with and more work is needed by all involved (better topic design for exams by the instructor, e.g.); all the writing in these portfolios was done as one-shot drafts in class, so the lack of polish means the scores are probably lower than they would be if the portfolio contents consisted largely of polished essays and research papers. As noted last year: "all writing in ARTS 3353 is done in class, as a one-shot draft. (Research papers are not assigned because a large majority of the students in ARTS 3353 are not Art History minors [let alone majors]; there is no major in Art History at TAMIU.) A lot of the writing by the better students can thus be seen as more impressive in this light--many of the students have solid writing abilities by the end of their Art degree." On Criterion 2: as noted, this instrument was not administered, but the scores would probably have met the established criterion (see discussion above under "Analysis of Results").

Outcome 2

Met Not Met

Provide narrative: Met...but one criterion has yet to be implemented due to lack of adequate number of graduates so far. Higher threshold this year means success rate is not as gaudy, but is now more credible. ALSO: awaiting more data derived from grades submitted this past December; current sample is thus a little small.

Outcome 3

Met Not Met

Provide narrative: Not met..although one criterion cannot be implemented yet, so negative

conclusion here must remain for now a bit qualified. More streamlined rubric did not necessarily lead to significantly higher scores for Criterion 1. See comments directly below as well.

How have these data-based changes improved your program/unit?

ARTS faculty are more on same page now about importance of writing, having done so much holistic grading together. Consistency of message among all teachers to students in their classes hopefully will lead to improvement on Outcome 3 in Spring 2008; a few more students seem to be getting the message and are already working on drafts of their statements (in early February), on their own, and approaching me outside of class about the statements (even though I'm not the teacher for the class where the statement is written).

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other:

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Sample sets are still small or nonexistent in case of post-grad surveys; faculty still getting hang of the year-round steps in the process. Close overlap of writing-based outcome data and data used in QEP process has been leading as well to minor logistical problems in storing and locating data. Still, we're close to or exceeding the adjusted assessment thresholds first established for CY 2007--so continuation is warranted. Program is growing at an impressive rate, even though students understand that grading in ARTS courses is not easy, as our course GPAs indicate. We're doing a solid job overall with students who are often not the most promising young artists coming out of HS or LCC (they tend to go elsewhere, where scholarship money is more plentiful, and/or because they want to get away from home), and who often do not have a strong background in Art before getting here. The student "culture" for Art here is still developing, since the commuter-school aspect of TAMIU means studios are not really that full after about 7 pm. If we can get to the point where students are in the studios more after the class day is over, as in residential schools, then a relatively greater degree of accomplishment and seriousness should begin to emerge among the participants of that student "culture" in Art, independent of what occurs or doesn't occur in the classroom. Such "word of mouth" programmatic continuity among students at all levels of the degree takes some time to develop, and as noted, is relatively independent from professorial efforts to instill it at a faster pace. The program in Art is still young.
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification):

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?