Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>BFA Art</th>
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<tr>
<td>Department</td>
<td>Art</td>
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<tr>
<td>College</td>
<td>Fine Arts</td>
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<td>Department Chair</td>
<td>Sean Clark</td>
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<td>Assessment Coordinator</td>
<td>Sean Clark</td>
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<td>Date Submitted</td>
<td>9-18-17</td>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Sean Clark</th>
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<td>702-895-4536</td>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
ANNUAL ACADEMIC ASSESSMENT REPORT – Department of Art – BFA Art

Student Learning Outcomes

1. Articulate and critically respond to both familiar and unfamiliar works of art through critical dialogue.
2. Understand the function of presentation and/or the exhibition process of personal works in public gallery or other cultural venues.
3. Demonstrate advanced technical, aesthetic and conceptual skills in their chosen area of specialization.
4. Communicate their ideas professionally and connect with their intended audience using visual, oral, and written skills.

Outcome Assessed: Outcome 2.

Method of Assessment: Requested written responses to administration following an undergraduate Art student exhibition. The exhibit was the BFA candidates’ midway. The BFA coordinator, at the Chair’s request, sent an email to all faculty that attended requesting their evaluation of the show and they could focus on any aspect of what they saw. They were to respond to the strengths and weaknesses of the show.

Assessment Results: The strength most commonly cited by the respondents was Outcome #3, our undergraduates are producing work that aptly demonstrates advanced technical, aesthetic and conceptual skill. The most commonly cited weakness was the lack of the importance of presentation and exhibition process in the gallery space, which indicates that Outcome #2 is not being met. Some faculty noted things such as the height of the displays on the walls to each artist’s work in relation to other in the space.

Program Response: Currently there is only one gallery practices class and it is not required at all – it is listed as an elective. The department is under-going significant change in curriculum and administration. The Acting Chair (the administration of the department itself is in a state of flux) has recommended that Gallery practices, which is a course at the very heart of Outcome #2, be included as a program requirement in the reconsideration of the redevelopment of the plan of study for all Art undergraduates. If the inclusion of an entire class regarding exhibition and presentation does not help us adjust the total credits required, then we will certainly build in sections of all the foundations courses that insure proper techniques are being covered in all the benchmark classes.

I have spoken with the new coordinator of the Painting area and he has instituted a “pop-up” show in the syllabi for that area which will be a spot check and review of presentation and exhibition practices.