Evangel University 
Due: July 29, 2019
Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: Humanities 
Term: Spring 2019
Academic Program Evaluated: Art

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Michael Buesking</td>
<td>Professor</td>
<td>Program Assessment Co-Coordinator</td>
</tr>
<tr>
<td>2. Stan Maples</td>
<td>Professor</td>
<td>Program Assessment Co-Coordinator</td>
</tr>
<tr>
<td>3. Diane Awbrey</td>
<td>Professor</td>
<td>Departmental Assessment Coordinator</td>
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</tbody>
</table>

Number of Students Taking the ACAT Exams in Art

<table>
<thead>
<tr>
<th></th>
<th>Apr 2018</th>
<th>Apr 2019</th>
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<tbody>
<tr>
<td>Number of Students Taking the ACAT Exams in Art</td>
<td>8</td>
<td>2</td>
</tr>
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</table>

Number of Students Participating in the Senior Art Exhibit

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<tr>
<th></th>
<th>Apr 2018</th>
<th>Apr 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Participating in the Senior Art Exhibit</td>
<td>9</td>
<td>3</td>
</tr>
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</table>

Instrument(s) used in assessment:
Assessment | What is evaluated? (Connection to Student Learning Outcomes) | When administered? | Analysis of fairness, consistency and accuracy | Criteria | Schedule for Review
--- | --- | --- | --- | --- | ---
Program: Art | Performance in History of Arts; Design: General; Studio Art (A) | Middle of Program | Scores reported with standardized norms from ACAT | Score of 600 or above. See ACAT scoring information in Results below. | Department Faculty

**PROGRAM OUTCOMES assessed by ACAT**
1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one’s own artistic practice.
2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.
3. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.
4. To develop responsibility, discipline, and dedication to the arts and to the individual’s area of interest.
5. The development of the individual to pursue a career in the arts or further studies at a graduate institution.

**Senior Art Exhibit**
See List of Program Outcomes below. End of Program Standard Use of Rubric B or above Yearly

**PROGRAM OUTCOMES assessed by Senior Art Exhibit**
4. Integrate personal Christian faith and the arts... by demonstrating it in one’s own personal art work.
5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.
6. Demonstrate professional dedication to ... the disciplined study and practice of one’s own area of interest in particular.
7. Demonstrate enthusiasm for undertaking a career in the arts.

**Course Assignment**
Artistic Interpretation (3) Middle of Program Standard Use of Rubric B or above Yearly

**PROGRAM OUTCOMES assessed by the ART 334 Course Paper**
Completion of the Course Paper involves predominantly discussion of artworks and their meaning, and this demands Artistic Interpretation; success is assessed on Course Commons.

**Methodology:**
*ACAT Exam:* The development and increasing acceptance of the **ACAT** (Area Concentration Achievement Test) for Art encouraged us to take advantage of the online versions. In Spring 2013, we gave the first the **ACAT Online** in Art to graduating Art majors.

In Art we continue using the **ACAT** to assess our students’ content-area knowledge and to make decisions about curriculum revision if the results showed need for student improvement.

A rubric was developed (2016?) to assist in evaluation of the Senior Art Exhibition.

**Results of Assessment:**
ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 60% of the scores in any given year should fall between approximately 400 and 500. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content areas scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Based on a reference group of 708 graduating students taking an ACAT in Art with 3 areas, 31% would be expected to achieve at or below your overall performance score of 450. 89% would be expected to achieve a higher score.

Unlike a classroom examination, the ACAT content areas are calibrated so the average student will receive an un-weighted score of approximately 45% correct. ACAT standard scores include a graduated weight for item difficulty and deductions for incorrect responses. Neither of these corrections have been applied to the un-weighted averages shown here. Items which fail to meet PACAT’s psychometric standards are excluded from scoring. The values in the table to the right should be interpreted with caution. Note: Standard deviations are not calculated for samples smaller than 5.

ACAT Art scores 2017 – 2018

(We are unable to provide group scores for samples of fewer than 3 students.)

Individual Examinee Standard Scores
Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

ACAT Art scores 2018-2019

Strengths:

• Excellent facilities – studio and graphics
• All full-time faculty have terminal degrees (M.F.A.) in their disciplines
• All adjunct faculty have worked or do work professionally in their disciplines
• Art students at Evangel University continue to score well in comparison to the National scores
• Opportunity to travel with the Art Department (Italy) to meet the Global Connections requirement
• Through recent donations, the Graphics and Photography areas were recently updated with new hardware
• The Art Department has an advantage in that area schools’ art programs may offer courses our students can benefit from (for example, life drawing is an issue at Evangel University, but advanced students benefit from the experience; Art Education students may pick up a required course like Fibers if they find their schedules out of sequence with our offering of the course)
• Arts activities in the Springfield area are numerous

Areas in need of improvement:
• Difficulty attracting AG students into the visual arts
• Graphics program lacks input from the Industry
• Only two full-time faculty members for the number of advisees and number of courses/sections required in the Art Department
• More opportunities for students to display their own work, both on and off campus
• Ceramics is currently limited to use of only one electric kiln, and would greatly benefit from a larger gas kiln
• Printmaking requires a larger operable printing press
• Fibers is without a working floor loom

Plans for improvement:

<table>
<thead>
<tr>
<th>Plans for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
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<tbody>
<tr>
<td>Collaborate with the administration and with the Admissions Office to make our programs in Art and in Content-Area Education irresistibly attractive to AG students.</td>
<td>SP-19</td>
<td>Maples and Buesking</td>
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<tr>
<td>Continue petitioning the administration to strengthen the Art faculty by adding a full-time Art professor with a broad range of skills and a terminal degree. Strengthening the Art faculty can consolidate our competitive dominance in Art among AG universities. It is also likely to have long-term positive effects upon student achievement of program outcomes.</td>
<td>Ongoing</td>
<td>Nelson</td>
</tr>
<tr>
<td>Interface with churches through speaking engagements, shows, or through Arts events held on campus</td>
<td>FA-19</td>
<td>Buesking</td>
</tr>
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<td>Develop student-led Art groups that make local Art activities a focus</td>
<td>Ongoing</td>
<td>Buesking</td>
</tr>
<tr>
<td>Identify internships for studio artists in addition to graphics students and shadowing or volunteer opportunities in the Art field locally: museum, gallery, producing artists to align with Program Outcome #7.</td>
<td>Ongoing</td>
<td>Maples</td>
</tr>
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</table>
Extend the area assigned to Ceramics by construction of a roofed outdoor facility dedicated to housing a new gas kiln; replace the outmoded gas kiln in the Ceramics room with shelving or a glaze station, or both.

<table>
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<th>Area to be Improved</th>
<th>Responsible Party</th>
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Seek contributions to expand our equipment/facilities in both Printmaking [a new or refurbished press] and Fibers [a floor loom]

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**Improvements made:**

- Identified equipment that is lacking, needing to be upgraded or replaced to continue to keep Graphics and Studio areas strong
- Physical Plant has budgeted for the outdoor addition to the south side of the Barnett Fine Arts Center to make a space for a new kiln outdoors