Standard V: Educational Effectiveness

Moore offers nine BFA majors in Art Education, Animation & Game Arts, Fashion, Film & Digital Cinema, Fine Arts, Graphic Design, Illustration, Interior Design, and Photography. In addition, the College offers general education courses in Foundation and Liberal Arts. The College also has three graduate degrees: MA in Art Education with an Emphasis in Special Populations; MA in Socially Engaged Art; and MFA in Socially Engaged Studio Art. All of these programs support the mission of the college in preparing students for careers in art and design. Moore's educational goals are clearly stated and defined in each degree and program.

Educational Goals
The College has well-established educational goals that are integrated into the strategic plan and across all majors and departments. During the 2012 self-study, the College established five graduating proficiencies for all BFA seniors and defined core general education essential competencies. In 2014-15, the essential competencies were added to student learning assessment tools, such as rubrics; and in 2018-19 the graduating proficiencies were revised[1]. Each undergraduate major and graduate program has defined departmental mission statements that are linked to the College's mission, and clear student learning goals present at the course-level and linked to the essential competencies noted above[2].

The College has well-established procedures for both institutional and student learning assessment. Assessment occurs at multiple levels of the college: college-wide through the strategic planning process and implementation; in the overall BFA program through graduation competencies; by program/degree and level, and by individual major.

Assessments
College-wide assessments:
Institutional assessment at Moore plays an essential role in evaluating effectiveness of programs, ensuring that the College has met institutional objectives, and assisting with developing new objectives that are results driven. Not only does the strategic plan operationalize the goals and value of the mission, but it also acts as a guiding action plan that holds all constituents accountable for goal achievement. The College Planning Committee is responsible for reviewing and revising goals and objectives on the strategic plan as well as enlisting participation in developing the plan from the College community. In fall 2019, strategic planning consultant, Diane Mataraza, returned to Moore to host an open forum for the college community to discuss the next iteration of a future strategic plan. In this town hall meeting set-up, faculty, staff and students shared thoughts about the strengths, challenges, opportunities and innovations for the institution. This feedback helps shape the self-study process, strategic goal setting for the college and individual academic programs[3].

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[1] Academic Council minutes
[2] BFA and Graduate Mission/Goals document 2020
[3] For more information regarding the strategic plan process, please refer to Standard I.

Moore uses many forms of assessment besides the strategic plan. The table below shows the assessment process and tools used throughout the college:

Type Instrument/Process	Content/Competency Assessed	Timing	Use/Impact of Findings
College-wide			
Strategic Plan	Institutional goals	Annually	Basis for College improvement and meeting objectives
Board Self-Assessment	Board goals & effectiveness	3-4 years	To change committee structure or responsibility, increase diversity and improve effectiveness
President Self-Assessment	President goals	Annually	To determine priority goals
Dashboard	Institutional goals	Annually	To evaluate key metrics over 5 years
Benchmarking			
AICAD Reporting	External comparison	Annually	To compare tuition, faculty salaries, cost of instruction, graduation and retention rates
Admissions			
ERA Analysis	Environmental scan & marketing data	Periodically based on contract	To determine needs/demands and marketing data for BFA and Graduate programs, and recruitment strategies
Alumnae			
First Destination Survey	Employment outcomes	Annually	To determine employment outcomes for recent BFA graduates
Continuing Education			
Adult & Youth Program Surveys	Course content satisfaction and learning	Quarterly	To evaluate program for curriculum changes
Galleries			
Gallery Survey	Attendee satisfaction	After each exhibit/program	To assist in program evaluation
Faculty & Course			

Academic Program Reviews	Curriculum/Program	Every 5 years per major	To assist in program evaluation
Peer Reviews	Course content and instruction	End of semester	To determine teaching proficiency and level of student learning
Course/Faculty Evaluations	Curriculum and indirect learning skills	End of semester	Teaching and/or course improvement
Student Learning			
Critiques	Curriculum	End of semester	To determine proficiency and level of student learning
Thesis Presentations	Curriculum	Annually	To determine proficiency and level of student learning
Major/Program Assessments	Specific learning goals; curriculum	Annually	To determine proficiency and level of student learning
Administrative/Staff			
Performance Reviews	Professional competence	Annually	To assist in professional development, promotion and departmental goals
Senior Managers Reviews	Strategic Plan objectives	Annually	To determine achievement of institutional goals

Results from the multiple assessment tools are shared with appropriate constituents through existing committee structures, faculty in-service meetings and departmental level meetings as appropriate.

One example of how an assessment tool and results are used can be seen in our First Destination survey. Survey results are shared with Department Chairs in Academic Council meetings and faculty, staff and Board members in Academic Affairs meetings at the beginning of each year.[4] This annual survey, which is sent to the graduating BFA class, was instituted in 2006. Its purpose is to gather data regarding the career prospects of the alumni, assess employment readiness and job status, and measure various aspects of satisfaction, including how the alumni may feel about their Moore experience in terms of job preparedness, central to our educational mission as well as assessing their interactions with the Locks Career Center (LCC). Questions are periodically revised in order to provide actionable intelligence for improving services.

In the spring semester, LCC staff compiles First Destination Survey responses, anecdotal information, and updated alumni contact information. Marketing and Communications and

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[4] Sample: LCC Academic Affairs report 2016

Development/Alumni offices then makes calls and sends directed emails to fill-in the blanks on the status of the remaining alumni. The final data is applied to printed and on-line materials so that the institution may share alumni employment results as a part of the larger marketing strategy and brand identity of Moore, and glean alumni employment information, trends in the field and other assessment information. When first initiated, the survey response rate fluctuated between 35% and 55%. To-date, the response rate is approximately 80%. An increased response rate helped Moore discover that approximately 94% of surveyed BFA alumni are employed or in graduate school one year after graduation. Further, alum rank their career preparation highly, most notably in communication and presentation skills, professional practice, and critical thinking. Alum also note a need to gain additional knowledge in business and entrepreneurship training. As a result, in 2017, a new entrepreneurship strategic plan initiative, Resources, Opportunities, and Inspiration (ROI) was established. ROI delivers resources to students and alumni and provides opportunities to network and develop their professional practices, inspires them to continue a pursuit of life-long learning, and leverage their creative talent for economic benefit. ROI targets current students (particularly those in the Business minor) and recent BFA, MA and MFA alumni. It also supports business-oriented competitions for current students and recent alumni with the support of donor gifts.[5]

Graduating Competencies
Students at all levels have a capstone experience that demonstrates academic and artistic rigor appropriate to the degree program. In fall 2019, faculty and Graduate Program Directors revised all graduating competencies based on Moore's mission to educate the future leaders of art and design. The following competencies are assessed throughout all majors/programs during the capstone experiences:
- Critical Thinking
- Teamwork and Collaboration
- Digital Competency
- Writing and Oral Communication
- Global and Intercultural Fluency.[6]

These graduating competencies show-up in a variety of ways including, in our curriculum, critiques, and programming. They are assessed by faculty, staff and outside professionals when appropriate. The results of the assessments have led to curriculum revisions, new courses, different ways of critiquing artwork, and identifying news ways to enhance student skills through a shared experience. The examples below demonstrate how competencies led to meaningful change:

Curriculum Change: An example of how the assessment of graduating competencies led to change can be seen in the Graphic Design major. Faculty developed a presentation skills rubric

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[5] See appendix for ROI (Resources, Opportunities, Inspiration) sample materials, and the Entrepreneurship LibGuide at https://moore.libguides.com/entrepreneurship for additional resources provided for alumni and students.
[6] Graduating proficiencies for BFA document, 2018-2023

in spring 2012 in order to assess junior and seniors. Criteria are based on skills in oral communication, critically applied concepts and design thinking in thesis, and use of appropriate technology (digital competency).[7] Outside guest critics, who are design professionals with established expertise in designing brand systems, are invited to critique individual student presentations. They are asked to complete a rubric and provide meaningful feedback about individual student work and the program as a whole. Overall results of the assessment are then shared with faculty in the department annually in order to make curricular decisions about teaching methodology, course sequencing and overall student skill level. Input from this process has been invaluable in shedding light on professional expectations and practices in addition to building the student's network. Some of the critic's observations have been formal: the selection of fonts, program investment in additional fonts (the typeface Eames was purchased this academic year), typographic specific design choices, and appropriateness of color choices or image making directions. Others have been pragmatic: efficient use of time in creating mock ups—it was suggested to explore using less of these vehicles and focus more on the use of student created digital art, the format of the digital presentation to better fit a screen presentation, the inclusion of a brand overview image to give a dynamic and realistic vision of the brand components, and suggestions on a more coordinated approach between motion and print applications.

New Courses: Interdisciplinary courses that span across majors and departments is another initiative that grew from assessment results. In particular critical thinking, collaboration and intercultural fluency can be assessed in classes that cross borders. For example, in fall 2020, two full time faculty, one in Animation and Games Arts (AGA) and the other in Liberal Arts, developed a Poetry and Time-Based Media course available to BFA students as an honors course. Faculty designed the course to bridge AGA and Liberal Arts to help students develop and learn to synthesize their writing and time-based media making skills. The faculty discussed how many students seem drawn to poetry and the ways animators use poetry to convey a mood and work language to enhance the experience of the moving image. In response, they came up with the course, which was implemented in spring 2021. Course objectives include students' ability to:

1. Synthesize writing and time-based media skills to create an original project
2. Understand a range of techniques in poetry and moving image making in order to experiment with and practice different forms of writing and visual art making
3. Discuss and constructively critique peer work in a supportive and trusting environment
4. Use industry standard production tools to generate a wide variety of time-based media. The interdisciplinary nature of this course draws students across all majors and provides them with a safe and generative space to experiment with forms of poetry writing and time-based media making in hopes that it will inform their future art practices.

As a result of this interdisciplinary course and others (a new Liberal Arts course, Fantasy Art and Illustration 1850-present was offered in spring 2021), an Animation & Game Arts major found a

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[7] Graphic Design Presentation Skills Assessment report

strong interest in Illustration. At a late point in their academic track, rather than switch majors the Illustration department provided the student with an Independent Study to help further develop the student's illustration skills and still graduate on time. This student is now nearing graduation and intends to work in an Illustration field post-graduation but with a strong emphasis on topics and approaches found in animation and game arts.

Cross-departmental Critique: In fall 2020, four faculty members and one staff member gathered to create a cross-department critique experience for students of all majors in response to DEI issues raised by students in various climate surveys[8]. Students noted they wanted more opportunities to collaborate with peers, and hear and see diverse perspectives. The cross-departmental critique aimed to bring together faculty, staff, and students across departments to listen to presenting students—one student per major—discuss their work and to provide those students with generous, interdisciplinary, and consistent feedback that tapped into the diverse knowledges and perspectives of an audience comprised of college members across departments and positions.

Learning through Shared Experiences: In 2016 and 2017, the Retention Committee established a series of initiatives that would aid in increasing the first year and sophomore retention rate. Committee members discussed ways to address student engagement with peers, increasing reading and writing skills, and enhancing critical thinking. As a result, faculty and staff instituted a Common Read. In 2018, the Dean of Students, the Director of Library Services, and the Director of Writing worked together to select a book for all incoming students. This Common Read initiative provided a shared literary experience, and a way to increase student engagement as they began their studies at Moore. Students, faculty, and staff read the book over the summer and participate in related discussions and activities during the week of orientation. First-year writing faculty are encouraged to create assignments that connect to the Common Read. The Common Read is typically a graphic novel that speaks to themes identified as relevant to Moore's student body; assigned books have been *Why Art?* by Eleanor Davis, *Laura Dean Keeps Breaking Up with Me* by Mariko Tamaki, and *Light in Dark Times* by Alisse Waterson.

Program/Degree Level Assessment
General Education Assessment:
The Foundation year ensures that all students experience the same core curriculum. Students take a suite of Foundation and Liberal Arts courses as stated in Standard III. From Foundation to graduation, students are educated as artists and designers (as evidenced by the body of work that they produce) and build creative enterprising careers (as evidenced by stats from the Career Center, their internship presentations, the recognition of outstanding student work at the honors award ceremony and from awards and honors won through national student competitions. The significant impact portion would be evidenced by the work of high achieving Moore alumni.[9]

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[8] See Standard IV for Climate survey results
[9] Alumni | Moore College

General education assessment (Foundation and Liberal Arts courses) takes place in the classroom through assignments and other exercises, and is guided by rubrics that include class and program learning objectives. Faculty meet regularly to discuss common outcomes and to provide parity across sections of core course in the first two years. All faculty are directed by the Chief Academic Officer, Department Chairs and Graduate Program Directors to put student learning objectives on their syllabi and course descriptions. Course objectives link to program goals, which link to student performance assessment and graduating competencies.

For general education assessment, the following specific courses that occur during the first year are assessed to determine specific criteria including but not limited to, critical thinking, problem-solving, written and oral presentation skills and digital competency:

- First-Year Writing Program & Thesis
- Foundation Drawing/Design & Visual Thinking

The Writing Program & Thesis: Since 2012, Moore made the commitment to improve students' writing skills. As a result the first year writing program revised their curriculum to include additional opportunities to write, including increasing assignments for drafts, research papers, and artist statements. Although students' writing abilities appeared to improve in the first year, there were still learning gaps in subsequent levels and majors[10]. Consequently, the Chief Academic Officer and Faculty Forum worked together to create a new BFA written thesis requirement for all majors which situates writing as a valued and integrated part of the Moore student experience across all majors. The Faculty Forum Curriculum Committee worked to establish processes and policies to develop this new guideline for all BFA majors. Part of the process included gathering sample assignments from departments. Included in the thesis plan is the engagement of teachers as readers, the archiving of recorded writing workshops and the development of library guides. The BFA Written Thesis requirements are broad enough to provide a set of guidelines for department Chairs to adapt to best suit their specific fields of art/design. The thesis will be a written document relevant to the kinds of writing skills students will need to refine as they enter their fields. (The thesis guidelines may look very different for an Illustration major than for a Fine Arts major, for example.) Regardless of major, however, all students will write a thesis that speaks to their culminating exhibition project in a clear, communicative, and professionally relevant way. Moore College embraces the opportunities for learning, communication, community, and self-representation provided by the BFA written thesis requirement across all majors, and hopes to enhance students' writing skills.

In support of this effort, the Director of Writing and Director of Library Services expanded the library's existing Senior Research Guide to include writing support resources relevant to the written thesis. As a culminating written document accompanying students' senior thesis exhibitions, the thesis provides all seniors with the following opportunities:

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[10] Writing Skills Assessment Reports

- To communicate significant aspects about their work, process, and influences that might not be evident in the exhibited piece(s)
- To practice writing about their work in a professional way that is relevant to their specific field of art/design
- To engage in a rigorous, personally relevant research and writing process that can open up deeper dives into their visual work and interests
- To join their peers across all majors in a culminating writing project, thereby participating in a shared senior year experience
- To best prepare for the transition after college by honing writing skills required for most jobs in fields of art and design
- To maintain, or gain, confidence as writers
- To ensure, through the clarity of their writing, that their art/design work is not misinterpreted or misunderstood

During the past several years, Moore developed initiatives to enhance student writing skills. One example is the recent decision to change to MLA citations based on assessment of student work and their prior education in high school. Other initiatives have been implemented at Moore to develop student writing skills and increase student interest and confidence in writing; they include a range of writing workshops, public readings, and related events coordinated in collaboration between the Director of Writing and the Academic Services Coordinator.

Writing 099, Remedial Writing Theory, was eliminated in fall 2019. The Chair of Liberal Arts and the Director of Writing noted that sections of Writing 099 consisted predominantly with students of color. In addition, many students placed in 099 sections struggled to pass the class, which hindered progression into their major. To address the racial bias and retention issues that seemed entangled with a remedial section of writing, 099 writers were placed into sections of Writing 101. This ensured students of various writing skills, struggles, and abilities are able to learn from and with each other. It also helps to diminish the barrier to academic progression. Incumbent with this change is the enhancement of writing services mentioned above.

Foundation Drawing/Design & Visual Thinking: Foundation faculty participate in an annual assessment of first year basic drawing and design skills with a rubric assessing student abilities using the following criteria:

- Effectively use a variety of observational drawing strategies including different types of gesture drawing, contour line, and full-value rendering to create perceptual drawings.
- Create illusion of form and space through using value.
- Create perceptual drawings using a variety of materials.
- Create independent works which reflect personal interests and/or risk-taking.

Faculty select a random sample of student work from the Foundation Drawing II and Design II courses. Learning objectives are rated using a Likert scale. Results are then discussed in a year-

end department meeting where faculty discuss findings, trends, strengths and weaknesses. Decisions regarding curriculum format and content are made based on these finding. For example, assessment results from spring 2013 showed that students did well in creating perceptual drawings using a variety of materials, which was a marked improvement from the previous semester. In addition, the majority of the students scored in the average or fair range in their ability to create works demonstrating their personal interest or risk taking. Therefore, faculty made a decision to add more opportunities for students to take risks in their work by revising assignment criteria.

Academic Program Reviews:
The College adopted an Academic Program Review (APR) process in 2013 in response to the 2012 self-study and reviewer recommendations. An APR schedule was created to ensure that each major/program is reviewed on a five-year cycle.[11] This formal APR process serves as a comprehensive way to make certain the institutional assessment results and student learning results link together to provide a meaningful way to improve programs. The APRs are designed to identify areas of strength and needs for improvement by benchmarking the curriculum in terms of relevancy and currency with discipline specific industry and trends in higher education. In addition, it helps the College strengthen how we use assessment findings to plan, make improvements, innovate and make strategic decisions.

The APR is completed within one academic year or two semesters. This allows for an appropriate amount of time for an internal review by faculty, and to write a report with documented evidence within one semester. External reviewers receive, read and respond to the report in the following semester. Undergraduate Department Chairs or a designated faculty point person within the discipline uses 3 credits of release time to coordinate the review process and write the report as well as assist with the coordination for the site visit of the external review team. External teams consisting of one person from the field and one from academia, review each major/program. Staff provide administrative support to the Graduate Program Directors, Department Chars, and other faculty involved in the coordination of the APR process. Reports include the following, but not limited to:

- Mission statements
- Student learning departmental assessment results
- Samples of student work
- Faculty peer review results
- Institutional assessment results
- Advisory Board input
- Syllabi
- Alum data, including employment and attendance in a graduate program

In addition to receiving the APR report and all back-up materials (i.e. samples of student work, syllabi, portfolios), the review team is provided a list of questions generated by the

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[11] APR approved schedule

major/program faculty that they will be asked to address. These questions will be specific to each major and relate to curriculum relevancy, technology, career readiness, effectiveness of student learning, and all other areas where an external evaluative process may be helpful in making continued improvements.

The Fashion Design department[12] was the first to conduct an APR in 2013. Results from the process led to a change in the curriculum to incorporate more hands-on skills[13], the merging of the Textile department into Fashion, the revision of student learning assessment rubrics, and the hiring of a new Fashion Department Chair.

Since instituting the APR process, the Academic Affairs Committee, as well as Faculty Forum, have worked together to evaluate and make continued improvements. Most notably, changes were made in the way reviewer results were shared with the College community and used to make significant changes based on the results. For example, after the completion of the APR, and once the external reviewer's reports are submitted, the Department Chair and/or faculty who served as primary writer of the report, are given copies so that they may share with their faculty in the department. They generate an action-item list with budget and resource needs that link to a timeline for completion. This is shared with the Business Office (for capital and operational budget planning), the Academic Affairs Committee (for feedback), and the College Planning Committee (to link to the strategic plan objectives). A great example of this new process can be seen in the Graphic Design[14] and Photography[15] APRs which led to the creation of new courses, revision of the core curriculum and website updates.

Another recent example of using this revised process for APRs can be seen with Foundation. Changes that resulted after the APR included: curriculum revision that included more technology use, new furniture that accommodated all students regardless of condition or ability [16] and increased communication with admissions to allow Foundation faculty to prepare for the various skill level of the first year class. The development of the Facilities Committee within Faculty Forum, which specifically addresses planning and budgeting, also used these assessment results. Based on feedback from the APR from faculty and students regarding the physical classroom space and equipment the Facilities Committee made a variety of improvements to the spaces where art is created. The overhaul of the Foundations classrooms, the updating of the drawing tables in the illustration Senior Studio and the addition of easels in the drawing studio are some examples.

Additional Accreditation Reviews:
Modeling the success of Academic Program Reviews, the College made the strategic decision to conduct Program Area Reviews. An Educational Technology APR was conducted in spring 2018. Goals included assessing the quality of current online classes, identifying ways to improve

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[12] Fashion Design APR 2013
[13] Fashion curriculum revision document
[14] Graphic Design APR Action List Document
[15] Photography APR
[16] Foundation Report Highlights & Summary 2012-2019

course development, and identifying technologies that helped faculty develop an engaging learning experience. An external reviewer from Community College of Philadelphia and a reviewer from Pennsylvania Academy of Fine Arts participated in a site visit of our facilities, met with faculty staff and students, and reviewed our courses. Results were shared in Academic Council. As a result of their findings, Academic Services staff created an action plan outlining five keys goals for the next several years that will demonstrate graduating competencies such as digital competency[17]: The findings were:

1. Increase the number of online courses.
2. Increase the number of students participating in interactive online experiences (online and in-person).
3. Improve instructor training.
4. Identify ways to assess the impacts of educational technology initiatives.
5. Demonstrate the value of educational technology and online learning.

The world pandemic of 2020 allowed the College to capitalize on some of the key investments that we had made as a result of the APR. We had engaged an educational technologist who in summer 2020 created 5 training courses in teaching remotely that were taken by xx faculty, thus improving online instructor training and acting upon recommendations 1-3 and 5. The technologist also participates in the assessment of remotely taught classes.

The Locks Career Center APR was conducted in spring 2019. External evaluators from Pratt Institute and New York University's Steinhardt School of Art evaluated the report during their site visit. Major takeaways included:

*   Tone and Trust – there is a need to increase accessibility for students to seek out resources that support their personal and professional development.
*   Technology – develop more streamlined communication tools that include digital access to instructional materials, and required documents for the internship experience.
*   Transitions – make more room for innovations (i.e. methods of communication, software, career preparation strategies)
*   Talent – provide increased professional development opportunities for Career Center staff.[18]

Findings from the Locks Career Center APR process that we shared with the college community led to multiple changes within the office. These changes included implementation of new software for better communication throughout Departments of the College, the creation of a new process for internship experience documentation, an evaluation of career advising strategies, and a recommendation to the College Planning Committee to develop a new strategic plan objective centered on a life design approach.

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[17] Educational Technology Action Plan from APR 2019
[18] Locks Career Center Program Review Response and Action Plan 2020

Student Learning Assessment by Major/Department
There are procedures in place for assessing outcomes at the course and major levels for both undergraduate and graduate programs. This process has been in place since 2003 and was reviewed and revised in 2007, 2013, and 2020. Decisions by faculty about graduating competencies and essential student learning proficiencies were reviewed during Academic Council and in Department meetings in 2019-2020 academic year. Assessment procedures include refining departmental mission statements to ensure they link with the college mission, evaluating student learning outcomes by major/program, and evaluating general education learning objectives in the BFA program. Major-level learning goals and course-level learning objectives reflect and build upon the general education proficiencies and the graduating competencies.

Program and major-level assessment takes place in a variety of settings and levels depending on the discipline. Often these assessments include outside professionals from relevant art and design fields and take place at key moments in the year—especially at the end of the semester, in the sophomore or senior levels, during the graduate Qualifying Review, and during final thesis presentations. Faculty typically use rubrics to assess both at the course level and program level. Examples of when student learning assessment occurs:

- Sophomore level reviews and critiques (Fine Arts, Graphic Design, Illustration, Photography)
- Semester-end critiques and presentations per class (AGA, Fashion, Foundation, Illustration, Interior Design)
- Year-end critiques and thesis presentations (all BFA majors)
- Student teaching journals, portfolios, presentations, and research (Art Ed BFA & MA)
- Writing Portfolio (Liberal Arts first year writing program)
- Qualifying reviews (MFA & MA)

Assessment results are used to determine if there is sufficient rigor in the programs, to ensure achievement of student learning outcomes, and to identify trends to better address student needs. Results can also lead to curricular change. For example, the Illustration Department noted that their assessment results consistently showed students were strong in drawing content, but weaker in oral presentation skills. Consequently, in 2017-18, Illustration faculty increased the number of oral presentation assignments in select classes so that students would have more opportunities to practice. In spring 2018, assessment results showed students had greatly improved in their oral presentation skills and felt more confident articulating their work.[19]

Outcomes Assessment Process: Student learning assessment results become part of the annual assessment cycle put into place to close the loop on overall learning and planning. The process calls for a consideration of curricular modifications based on the previous year's assessment and planning for the upcoming year. Department Chairs and Graduate Program Directors

[19] Illustration Assessment Report Spring 2018

submit rubrics and departmental notes to the Associate Dean of Academic Services. The Associate Dean compiles the data and re-submits with a summarized report to the Chairs, Graduate Program Directors, and the Chief Academic Officer for review and analysis. Faculty and staff also take the time to use the analysis to identify goals, define learning objectives that meet those goals, and establish other opportunities to assess student learning. This annual process concludes in time for new curriculum to be proposed and adopted—by December for the undergraduate program, and by May for the graduate program.[20] As part of that process, departments are also asked to confirm whether they are considering any changes in their learning objectives. In this manner, the academic assessment process allows faculty to assess not only student learning outcomes but also program and institutional goals as well. (add example)

Peer Review:
The peer review process was revised beginning in the fall 2012 semester. The Academic Dean met with Department Chairs during Department Chair and Academic Council meetings to evaluate and revise the current peer review process for adjunct faculty, and visiting and full-time faculty teaching a new course, or a course taught for the first time, for each department.[21] These meetings also centered on discussions about assessing teaching effectiveness, providing quality and relevant assignments, and measuring student engagement. In order to capture a baseline of these issues, Department Chairs determined that a standardized rubric, customized to specific majors, would be beneficial to assessing faculty and academic excellence.

In the second step, Department Chairs met with their departmental faculty members to further discuss teaching effectiveness, and to develop rubrics based on departmental goals and learning objectives that assessed the following: course content, syllabus, assignments, appropriate use of materials, presentation quality, and student work. This step occurred during the fall semester in Foundation, Design and Fine Arts departments.[22] Fashion Design and the Liberal Arts/Art Education departments completed this step in the spring 2013 semester. As Department Chairs undertook the process of developing these rubrics, they also continued to share and discuss ways to appropriately assess teaching effectiveness and student learning during peer reviews. For example, some departments determined that rubrics would be best used during classroom observations by the Chair, followed by faculty discussion. Other departments determined that the rubrics could be best used during a faculty presentation to the Department Chair and other departmental faculty.

In the third step, five of the nine majors began to implement their new plans and used the results to assess teaching effectiveness at the end of the fall 2012 semester. In one example, the Fine Arts and PDA faculty conducted peer reviews based on faculty presentations at the end of the fall 2012 semester. These instructors were asked to give a visual presentation of student work, syllabi, specific course curriculum, and assignments, while their peers rated the

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[20] See the appendix for both the undergraduate and the graduate outcomes assessment summary and timeline.
[21] Copies of Chair meeting agendas
[22] This includes 5 majors: Illustration, Graphic Design, Interior Design, Fine Arts and Photography

presentations using the rubric.[23] These peer reviewers recorded their findings, and the Associate Dean of Educational Support Services tabulated the results for the Department Chair and faculty member under review. The Chair then met with the faculty members to discuss the results. Faculty signed an acknowledgment of receipt and had an opportunity to respond in writing. Overall results showed that faculty generally scored high in the areas of 'knowledge of their subject/field' and in 'student work displaying an appropriate level of inquiry'. Areas for improvement were needed in the 'amount of appropriate work load' and 'mixing theory and application in course concepts'.[24] Faculty were again reviewed at the end of spring 2013 semester. All of these results were used to assess teaching effectiveness, and were discussed individually with faculty and in general during department meetings and the August 2013 in-service.[25]

It should be noted, that all new courses taught for the first time are assessed by full-time faculty in the department per the MFT contract. This helps to ensure that new courses are constructed in a manner that reflects the learning objectives and contributes to the larger learning outcomes of the liberal arts program.

Opportunities for Innovation
- The peer review process is currently outlined in the MFT contract. Although the process is well-established in the Fine Arts, Foundation, Interior, Graphic and Interior Design programs, it is less clear, consistent and formal in the Animation & Games Arts, Fashion Design and Liberal Arts programs/department. We need to identify ways to provide a consistent and centralized way to remind faculty which adjuncts are up for review.

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[23] Copy of Fine Arts/PDA Department's rubric, and procedure/process document
[24] Peer review report for Fine Arts/PDA, Fall 2012
[25] Power point presented by the Department Chair of Fine Arts/PDA