

# CPI \_ Improving Program Learning Outcomes Report

## CPI Improving PLO Report (AY22-23)

Name of the program MFA in Fine Arts and Technology

Dean' signature  **8.16.2023**

Expected Date of Submission 6/30/2023

Department Chair or Director: Kevin Park

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

This is a report of its implementation for year 2022-2023. The report should address the following points:

### **I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.**

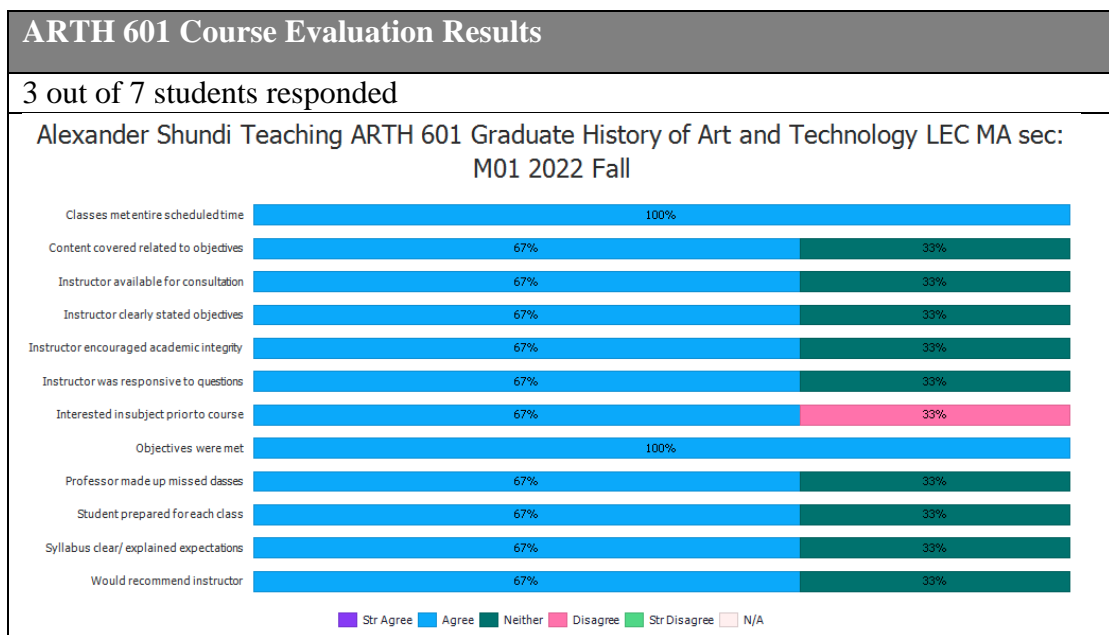
1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan(AY22\_25)
  - A. Historical Context
    - a. Define and explore the journey of art and design through exposure to influential national, global, contemporary, and historical works placed in various cultural, economic, and social contexts.
  - B. Research and Innovation
    - a. Apply research outcomes and critical thinking toward the exploration and development of conceptual and innovative designs.
2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).
  - A. Students are required to take notes on everything shown and discussed, including the use of photographs, for each class.
  - B. They are then required to present them the following week in a clear and studied format.
  - C. Every so often, specific papers are assigned on various relevant subjects.
  - D. There is a written midterm and a large visual final subjective project that each student must submit.
  - E. Part of the final is a summary of all of the notes taken throughout the semester.

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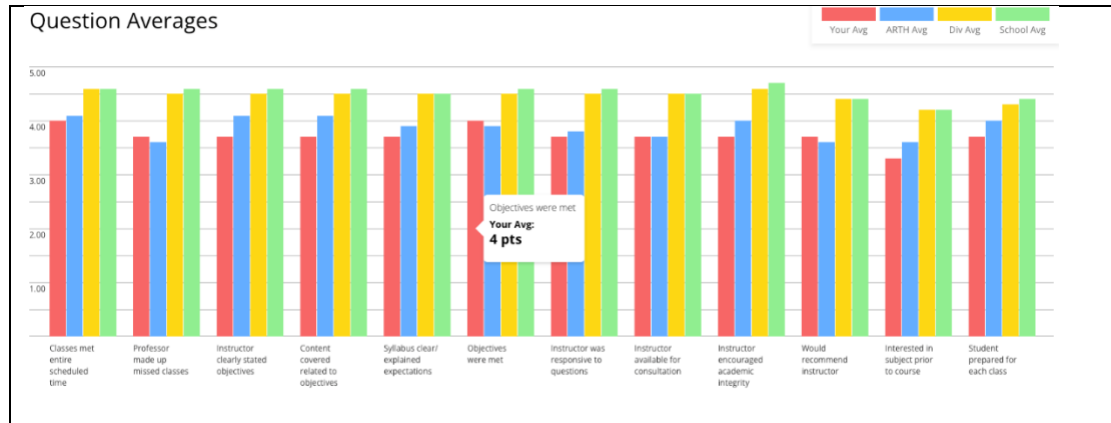
3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.
  - A. The students are encouraged and assigned to visit museums and galleries.
  - B. They must present confirmation of their visits (ticket stubs plus photos) and papers regarding subjects covered.
  - C. Presentations are given of my colleagues and their current approach to the work covered.
  - D. Students are encouraged to physically try to create samples of materials covered in class to understand the complexity of their function, due to the limitless amount of technical know-how that artists have used through time; from scratches on the walls of caves, to electronics and artificial intelligence and the manipulation of everything in nature.
  - E. The class will concentrate on a summary of the most important methods of creation.

**The method of assessment and measurement approach was not executed, resulting in the absence of analytical data collection.**

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?
  - A. Not applicable to this ARTH classes.
  - B. During the final evaluation, it was noted that 67% of students agreed, while an additional 33% naturally acknowledged a strong correlation between the class content and the course objectives. Moreover, a unanimous 100% of students naturally expressed agreement with the achieved objectives.



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5. CIOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)

- A. It has been a great help to have had so many international students, each offering their historical context, and diverse social attitudes to the rest of the class. Part of this asset has been the possibility of teaching via zoom to students anywhere in the world simultaneously.
- B. I would encourage class trips to museums and galleries.
- C. I would also encourage the effort to constantly tie the subject of art with social, political, religious, and historical context, so as to promote a total understanding of why art is made; when, where, why, how and by whom.
- D. For this particular class, I would suggest that it would help the student to develop an interest in geology and chemistry.
- E. In FA22/SP23, a misalignment was observed between the assessment plan and the method of assessment, particularly concerning the uniformity of rubric systems, evaluation methods, and survey models.
- F. Moving forward into the FA23/SP24 period, the central emphasis will be on addressing a core challenge: the establishment of standardized Methods of Assessment and Grading Formula/Rubric. This approach will facilitate consistent data gathering, evaluation, and performance enhancement in every semester. This increased transparency will alleviate student confusion and elevate the grading system.

## II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

All faculty teaching this course were involved in the AY 2022-23 assessment process. The report was written by Chair Kevin Park and Alexander Shundi.

*Last updated 4/14/23*