

# Degree Program Assessment Report Year 2014

For Academic Year:	Year 2014
Program:	BS in Basket Weaving
School:	School of Arts and Humanities
Submission Date:	October 20, 2015
Program Contact:	Handy Weaver
Year Program Started:	Before 2005

## University Mission

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

## Program Mission

The Basket Weaving Program of the Arts & Crafts School of the University of Texas at Dallas provides students with the skills necessary to be self-sufficient in a world that increasingly depends on baskets for its everyday needs. Basket Weaving also offers opportunities for students to engage creatively with the wide array of basket weaving research methodologies.

## Outcomes (Overview)

Students of the BS in Basket Weaving program will be able to:

1. Craft: Create the four main basket-weaving techniques: mission, egg, chicken, and bonnet.
2. Knowledge: Research, analyze, and explain basket-weaving history.
3. Communication: Describe the impact of modern basket-weaving in a written research paper and in an oral presentation.

4. edit new objective

---

**OUTCOME #1: Craft: Create the four main basket-weaving techniques: mission, egg, chicken, and bonnet.**

#	Assessment Measure	Results	Plan
1	Each student is required to take BSWV 3323, where students are asked to create baskets that demonstrate their mastery of these four techniques. Students must master all four before moving onto upper-division work. The students' baskets are judged by a panel of program faculty with a rubric (attached).	100% of students advanced to upper-division coursework. All baskets met the minimum threshold of "meets expectations."	While students are creating acceptable baskets for the program outcome, we are concerned about their ability to craft the baskets with creativity. This part of the rubric students did poorly on.
2	edit new measure	edit new result	edit new plan

**SUMMARY OF OUTCOME #1**

A) DISCUSSION OF RESULTS

Students are meeting this learning outcome as demonstrated through their basket making in their upper division course work. Looking at the rubric, the faculty have concerns about the ability for students to act creatively while making baskets.

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

Add component on rubric on creativity.

## OUTCOME #2: Knowledge: Research, analyze, and explain basket-weaving history.

#	Assessment Measure	Results	Plan
1	BSWV 3521 (History of Basket Weaving) final exam require students to write about major moments in basket-weaving history. This essay component of the exam will be used to determine if this learning outcome is being met. In addition, in these courses, the final papers in these courses addresses this learning outcome. Please see attached rubric.	85% of students completed the essay component of the final exam at 75% or better that shows their knowledge in this field.  90% of the research papers in 3521 were deemed acceptable on the provided rubrics.	Students are performing at the desired levels for this learning outcome.
2	BSWV 3522 (Modern Basket Weaving) final exam require students to write about major moments in basket-weaving history. This essay component of the exam will be used to determine if this learning outcome is being met. In addition, in these courses, the final papers in these courses addresses this learning outcome. Please see attached rubric.	87% of papers in 3522 were deemed acceptable on the provided rubrics.	Students are performing at the desired levels for this learning outcome.
3	edit new measure	edit new result	edit new plan

### SUMMARY OF OUTCOME #2

#### A) DISCUSSION OF RESULTS

We feel that students are meeting this learning outcome based on their performance on the final exam and research papers.

#### B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

**OUTCOME #3: Communication: Describe the impact of modern basket-weaving in a written research paper and in an oral presentation.**

#	Assessment Measure	Results	Plan
1	In the capstone course for the program, BSWV 4564, students complete a project on baskets. Part of the class incorporates community service where students must give a 15-minute presentation at the state fair.	50% of students received positive feedback at the State Fair presentation.	The feedback from the State Fair shows that the students have trouble communicating to lay audiences. We are forming an undergraduate committee to think about course progression. In addition, we will add instruction on this type of communication.
2	A comprehensive research paper is the capstone project for the program. The basket-weaving assessment committee, which is composed of program faculty, gathers the completed capstones at the end of each semester and uses a Likert scale to determine whether students have not met expectations, met expectations, or exceeded expectations.	80% of students research papers met the satisfactory levels. 75% of students practice presentations were met the satisfactory levels	
3	All students submit their final papers to the Student Basket Weaving Conference hosted at UTD. As part of the course, they present their papers (oral presentation) to their peers in preparation for the conference. A rubric is attached that demonstrates that students communicate clearly on the ideas of basket weaving.	67% of students' research papers were accepted into the SBW Conference.	

#	Assessment Measure	Results	Plan
4	edit new measure	edit new result	edit new plan

## SUMMARY OF OUTCOME #3

### A) DISCUSSION OF RESULTS

The feedback from the State Fair shows that the students have trouble communicating to lay audiences otherwise we are meeting this learning outcome.

### B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

We are forming an undergraduate committee to think about course progression. In addition, we will add instruction on this type of communication.

## Executive Summary

### Program Improvements

The program faculty met to discuss the students' struggle of being creative in their basket making and have determined that the students do not receive enough instruction in creativity. Although this is not a learning outcome, as experts in the field, we believe that this is part of learning the craft. The measures in place demonstrate that students majoring in basket weaving are learning to make the four basic baskets and write original research papers; the faculty have therefore decided to leave the measures for these outcomes in place.

Based on our 2013-2014 report, we instituted new ways for our students to be assessed on oral communication—at the state fair and the practice presentations for the student basket weaving conference. This year we collected data on this and are making decisions of how to further improve student learning in our program.

### Future Plan

Through the State Fair project, we found that students have a hard time communicating to the lay audience orally about basket weaving. To address this, we are instituting oral communication projects into some of our lower level courses to help students practice more informally.

---

The program faculty have therefore agreed to require students to take the “Creativity in Basket Weaving” course that had previously been an elective in our program. Further, the faculty decided that this course should be a pre- or co-requisite for BSWV 3323.

Our program formed an undergraduate committee that will meet this fall to create a curriculum map to help organize the learning in our program for our students.

---

## Attachments

## Report Administration