

### Arts A.S. Program Assessment Progress Chart

Outcomes	Direct Contributors (Courses)	Selected Assessment Course[s] (summative)	Method[s] of Assessment	Length of assessment cycle (yrs)	Years of data collection	Target for Performance
The student will be able to design and create a variety of two-dimensional and three-dimensional compositions that demonstrate an understanding of the visual elements and principles of design.	ARTS1311 ARTS1312 ARTS1316 ARTS1317 ARTS23XX	Periodic critiques and end of semester critique of body of work	Presentations, critiques, and portfolio production that evaluates the level at which a student can plan, create, and execute conceptually strong and technically proficient projects or a body of work.	4 years	2010-2011 2014-2015	85%
Students will be able to verbally present their work, to use the language of art, and to describe the decision made in the process of creating it.	ARTS1311 ARTS1312 ARTS1316 ARTS1317 ARTS23XX	Periodic critiques and end of semester critique of body of work	Presentations, critiques, and portfolio evaluation. Included are discussion questions in tests, classroom discussions, oral critiques of assignments, and ability to defend selected works of art.	4 years	2011-2012 2015-2016	85%

Students will be able to develop a portfolio which includes a resume, artist statement, and 2 CD's of their body of work.				4 years	2012-2013 2016-2017	85%
The student will be able to develop and demonstrate a visual memory capable of identifying and knowing works of art, acquiring a knowledge of basic historic data, learning and appropriating use of terminology of the field, and comprehending historic continuities.				4 years	2013-2014 2017-2018	85%

### **Assessment Results 2011-2012**

Data – Periodic critiques and end of semester critique of projects. Presentations, critiques, and portfolio production that evaluates the level at which a student can plan, create, and execute conceptually strong and technically proficient projects or a body of work. The data gathered from studio course critiques, presentations, and portfolio production indicates that students in studio classes performed below the department's 85% target for performance.

Evaluation of Data – There is an inconsistency and discrepancy in data evaluation, collecting, and reporting. It is recommended that a system be established and implemented to separate the performance of non-art major studio students from art majors when reporting data. Upon review of the data it is also recommended that the art faculty develop a standardized rubric for studio classes that will capture quantifiable outcomes.

Implications for Program Improvement – (1) To ensure that all art instructors have a fundamental comprehension of data collecting and reporting. (2) To instill in each instructor the importance and necessity of the supportive role of faculty in the process of collecting measurable outcomes and the reporting of the data. (3) Improved tracking of data as it pertains Student Learning Outcomes and Program Learning Outcomes.

Actions – The Arts Program Learning Outcomes have been reviewed by the Visual Arts instructors to better capture quantifiable outcomes in both studio and lecture courses as they pertain to (1) Critical Thinking, (2) Discipline Knowledge and Skills, (3) Communications Skills, and (4) Portfolio Production. The art faculty has reviewed current grading criteria for all studio classes and has developed standardized rubrics for studio and lecture classes that ensure that outcomes can be captured, quantified, documented, and reported.