

Academic Affairs Assessment of Student Learning Report for Academic Year 2019-2020

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- 1. Which learning outcomes did you measure this past year?
 - 1. Students will be able to write articulately about art.
 - 2. Students will be able to speak articulately about art.
 - 3. Students will be able to apply art theory to the critical analysis of art.
 - 4. Students will be able to apply art theory to the production of their own art.
 - 5. Students will be able to demonstrate technical proficiency.

These measures were not conducted specifically as follow-up to a previous year's issues or in response to Program Review. These were re-written in 2014 as a response to then Program Coordinator Vicky Morris-Dueer's comments. They were not re-written for content. We maintained content, making no changes to the things being measured. Rather, we distilled them down to these more easily-measured single broad objectives. Assessment has been much more straight-forward since then.

2. In which course(s) were assessments conducted?

Previously, we had been assessing Art 103 Studio III: Introduction to Design, and all 400-level courses.

In response to the Assessment Coordinator's comments, we've begun assessing 300-level courses also.

3. How did you assess the selected program learning outcomes?

In each course, we assess the student's mid-term and final projects, along with any written or spoken work they've done, such as critical analysis or research papers. We use the Art Program-Level Goals Rubric (attached).

4. How many students were included in the assessment(s) of each PLO in a course? All students in each assessed course are assessed.

5. How were students selected to participate in the assessment of each outcome $N\!/\!A$

6. In general, describe how each assessment tool (measure) was constructed Our rubric was developed with the help of Vicky Morris-Dueer. It uses our easily-measurable PLO's.

7. Who analyzed results and how were they analyzed

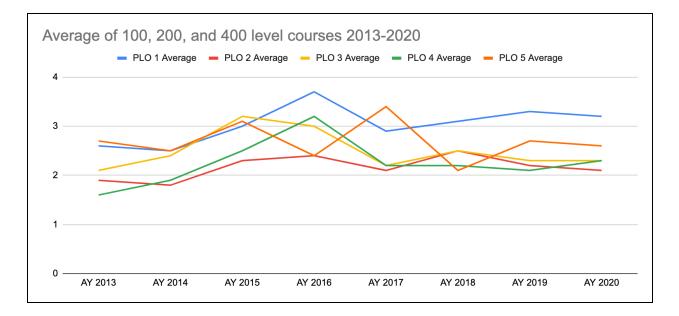
Josh Martin analysed the results. The data were aggregated in a spreadsheet, and are shown in line graph format.

8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.

Below are numerical and graph representations of our assessment averages since 2015.

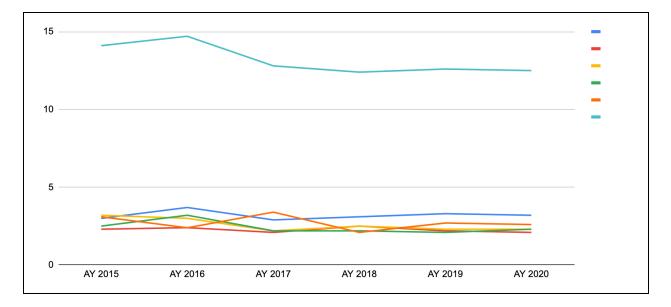
Two items of note- we both experienced faculty change, and reviewed our assessment practices in the 2016-2017 assessment areas. We also added 300-level courses to this most recent assessment.

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
3	3.7	2.9	3.1	3.3	3.2
2.3	2.4	2.1	2.5	2.2	2.1
3.2	3	2.2	2.5	2.3	2.3
2.5	3.2	2.2	2.2	2.1	2.3
3.1	2.4	3.4	2.1	2.7	2.6



Averages of all PLO's for each year, showing general trend:

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
14.1	14.37	12.8	12.4	12.6	12.5



Overall, the Art Department stopped a slow but steady upward trajectory. I consider Covid 19 to be the primary reason for this.

9. What are next steps?

We have already started assessing ALL courses. Since we had added 300-level assessment, leaving the 200's out seemed a strange omission.

Moving forward, I'd like to put together a set of examples- images, writing samples and the like, to illustrate each level of the rubric we use, to ensure evaluator continuity.

10. Please attach an example of the assessment tool used to measure your PLO(s).

Art Program Assessment Tool: PLO Rubric:

Instructor:		1							
Student Name:		Section:	Semester & Year:						
BA in Art Program Goals	0	1	2	3	4				
	Failing	Beginning	Developing	Accomplished	Advanced				
1- Students will be able to write articulately about art.	Too little or no work submitted. Unable to evaluate.	Writing lacks structure and/or contains numerous grammatical and typographical errors.	Writing lacks depth and/or contains structural, grammatical, or typographical errors.	Writing is structured, has well-developed content, and contains few typographical and/or grammatical errors.	Writing is well-structured, clearly informed, and free of typographical and/or grammatical errors.				
2- Students will be able to speak articulately about art.	Too little or no work submitted. Unable to evaluate.	Speech and/or content are unclear. Vocabulary is lacking. Language is used incorrectly.	Speech is basic, content lacks depth, vocabulary is limited, and/or language is not correctly used.	Speech is sufficiently enunciated, broad vocabulary is used, content is sufficiently developed, and correct language is used.	Speech is well-enunciated. Extensive vocabulary is used. Correct language is used. Content is well developed.				
3- Students will be able to apply art theory to the critical analysis of art.	Too little or no work submitted. Unable to evaluate.	No understanding of art theory is exhibited in critical analysis.	Understanding of art theory is rudimentary. Struggles to apply theory to critical analysis.	Understanding of art theory is somewhat developed. Is able apply some theory to critical analysis.	Understanding of art theory is well developed. Is able apply theory to critical analysis.				
4- Students will be able to apply art theory to the production of their own art.	Too little or no work submitted. Unable to evaluate.	Art production shows no evidence of applied theory.	Art production lacks depth in applied theory.	Art production is somewhat informed by theory.	Art production is clearly informed by theory.				
5- Students will be able to demonstrate technical proficiency.	Too little or no work submitted. Unable to evaluate.	Technical skills are undeveloped.	Technical skills are rudimentary.	Technical skills are somewhat developed.	Technical skills are clearly developed.				

Art Program Curriculum Map

	Courses	100	101	103	201	202	203	204	205	206	207	208	209	214	217	230	252	299-1	ï 299	301	303	306	307
Program Level Student Learning Outcomes																							
1 Students will be able to write articulately about art.		к	к	К		к	К	К	К	К	к	К	к	к		к	к	К		к	ĸ	к	к
2 Students will be able to speak articulately about art.			к	к	к	к	к	к	к	к	к	к	к	к	К	к	к	К		A	А	А	A
3 Students will be able to apply theory to the critical analysis of art.				ĸ	к	к	к	к	к	к	к	к	к	к	к	К	к	к		к	к	к	
4 Students will be able to apply art theory to the production of their own art.			к	к	к	к	к			ĸ	к	к	к			к	К			A	A	А	A
5 Students will be able to demonstrate technical proficiency.				К	К		ĸ			к	К	К	К	A	A	к	К	A		A	A	A	S
	Courses	308	310	312	313	314	315	316	317	318	319	320	350	352	399	402	403	404	405	406	407	410	411
Program Level Student Learning Outcomes			0.0	• •=	0.0	• • •	0.0	0.0	•	0.0	0.0												
1 Students will be able to write articulately about art.		A	к	к	к	А	А	А	А	А	A	А	A			A	A	А	А	А	A	S	s
2 Students will be able to speak articulately about art.		А	к	к	к	A	А	А	А	А	А	А	А	A		A	А	А	А	А	А	s	s
3 Students will be able to apply theory to the critical analysis of art.			A	А	А	A	А	А	А	А	А	А	А	А		A	А	А	А	А	А	s	s
4 Students will be able to apply art theory to the production of their own art.			ĸ	К	к									А		S	S	S	S	S	s		
5 Students will be able to demonstrate technical proficiency.			A	A	A									A		S	S	S	S	S	S		
	Courses	413	414	416	445	450	451	452	475	499													
Program Level Student Learning Outcomes	Courses	415	414	410	445	450	401	452	475	433													
1 Students will be able to write articulately about art.		A		A	A																		
2 Students will be able to speak articulately about art.		2	÷.	Â	Â	0		â															
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4 Students will be able to apply theory to the production of their own art.		<u>~</u>			ê				0														
5 Students will be able to demonstrate technical proficiency.		s			ĸ			s	s														
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K= Knowledge/Comprehension																							
A= Application/Analysis																							
S= Synthesis/Evaluation																							