

# Academic Affairs Assessment of Student Learning

## **Assessment Plan for Academic Years**

#### **INSTRUCTIONS:**

- Please submit a copy of this assessment plan to the Director of the Office of Institutional Research, Assessment and Effectiveness
- Please be sure to keep a copy of the assessment plan in your department office.

### **IDENTIFYING INFORMATION:**

College: Arts and Humanities Department/Program: Art Assessment Coordinator's Name: Josh Martin Assessment Coordinator's Email Address: martinjd@wvstateu.edu Academic Year: 2021-2023

### Program Learning Outcomes (Please list)

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.

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#### Curriculum Map (Please attach or paste here)

1. Outline <u>which learning outcomes</u> and <u>where</u> you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

We intend to continue to conduct assessment measures on all Program Learning Outcomes for all Art majors in Art courses.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

We will continue to use our Program Learning Outcomes rubric (below) to assess students based on mid-term and final projects.

BA in Art Program Goals	1	2	3	4		
	Beginning	Developing	Accomplished	Advanced		
Students will be able to write articulately about art.	Writing lacks structure and contains many errors.	Writing is lacking in structure, lacks depth, and / or contains significant errors	Writing is structured, has well-developed content, and contains few typos or grammatical errors.	Writing is well-structured, deeply informed, and free of typos or grammatical errors.		
Students will be able to speak articulately about art.	Speech is badly enunciated, uses very limited vocabulary, makes use of incorrect english, or is uninformed.	Speech is badly enunciated, lacks vocabulary, makes use of incorrect english, or is lacking in content.	Speech is sufficiently enunciated. Broad vocabulary is used. Correct english is used. Content is sufficiently developed.	Speech is well-enunciated. Very Broad vocabulary is used. Correct english is used. Content is well developed.		
Students will be able to apply art theory to the critical analysis of art.	Understanding of art theory is deeply lacking. Cannot apply theory to critical analysis.	Understanding of art theory is lacking. Struggles to apply theory to critical analysis.	Understanding of art theory is somewhat developed. Is able apply theory some theory to critical analysis.	Understanding of art theory is deeply developed. Is able apply theory to critical analysis.		
Students will be able to apply art theory to the production of their own art.	Art production is completely without applied theory.	Art production lacks depth in applied theory.	Art production is informed by theory.	Art production is deeply informed by theory.		
Students will be able to demonstrate technical proficiency.	Technical skill is undeveloped.	Technical skill requires significant development.	Technical skill is somewhat developed.	Technical skill is well developed.		

Additionally, I intend to begin breaking this data up into more granular levels (by course, by level, etc). AY 2022 will be the first year I make that addition to our assessment.

# **3.** Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Josh Martin will continue to collect and evaluate this data. Results will be available at the end of each academic year.