Academic Affairs Assessment of Student Learning
Report for Academic Year 2021

Department/Program Art
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1. **Which learning outcomes did you measure this past year?**

    All PLO's were measured:

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.

We've been using these PLO's for 7 years now. They were re-written for measurability in 2015.

2. **In which course(s) were assessments conducted?**
    This year, in response to comments from the assessment coordinator, we've begun assessing at all levels. Initially, we only evaluated our introductory level course and our capstone course. We've been expanding into the intermediate levels recently. Last year we added 300-level courses, and this year we've added the 200-level courses. Now that we evaluate at every level, we will soon be able to break this data up into stratified evaluation. For now, it gives us a more complete picture of the overall state of our student competencies at any one time.

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 Art majors in each Art course were assessed this year.

5. **How were students selected to participate in the assessment of each outcome**
   As stated above, all Art majors were assessed in all Art courses.

6. **In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).
   Our rubric was developed in 2015 with the help of Vicky Morris-Dueer. It uses our easily-measurable PLO's.
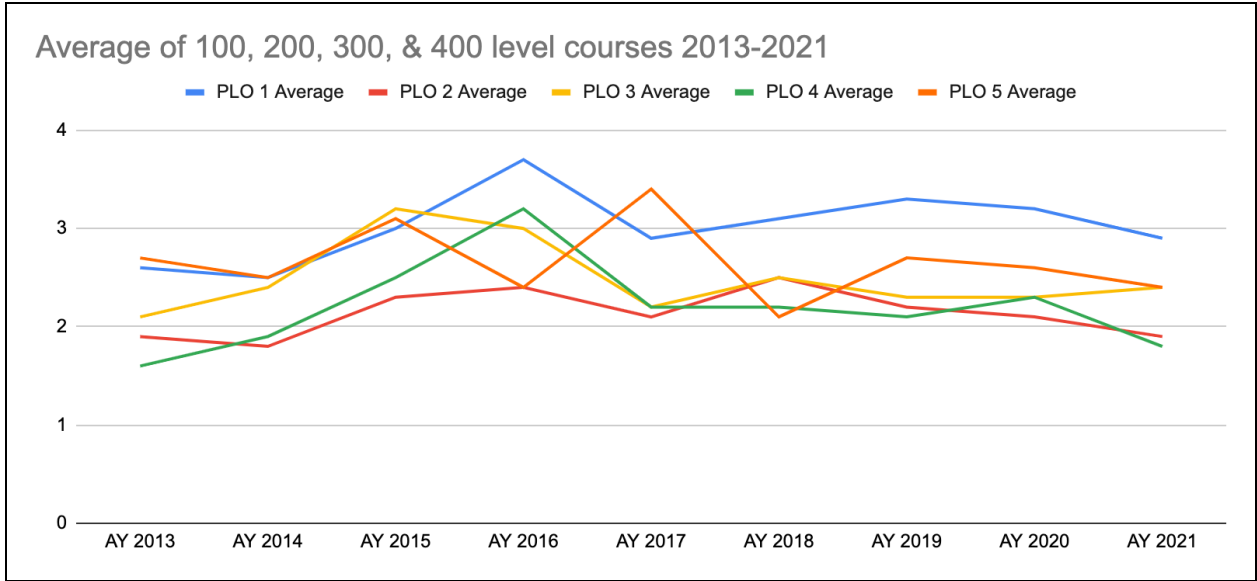
7. **Who analyzed results and how were they analyzed**
   Department Chair Josh Martin analyzed the results. The data were aggregated in a spreadsheet, and are shown in line graph format.

8. *Provide a summary of the results/conclusions from the assessment of each measured* **Program Learning Outcome**
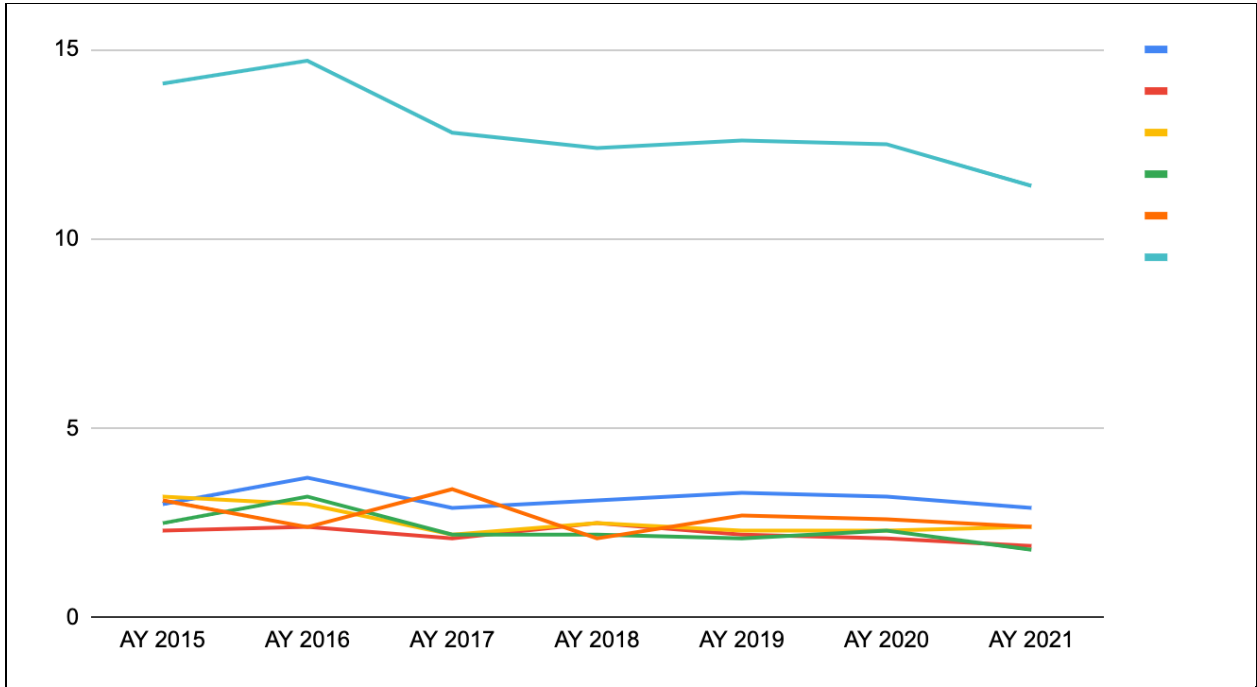   Below are numerical and graph representations of our assessment averages since 2015.

   A few 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 last year, and 200's this year. Covid-19.
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	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
PLO 1 Average	2.6	2.5	3	3.7	2.9	3.1	3.3	3.2	2.9
PLO 2 Average	1.9	1.8	2.3	2.4	2.1	2.5	2.2	2.1	1.9
PLO 3 Average	2.1	2.4	3.2	3	2.2	2.5	2.3	2.3	2.4
PLO 4 Average	1.6	1.9	2.5	3.2	2.2	2.2	2.1	2.3	1.8
PLO 5 Average	2.7	2.5	3.1	2.4	3.4	2.1	2.7	2.6	2.4

Average of 100, 200, 300, & 400 level courses 2013-2021

Average of all PLO's for each year, showing a general upward trend until recently.

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
14.1	14.7	12.8	12.4	12.6	12.5	11.4

In summary, we see a significant drop in the overall score.

We've been in Covid-19 for long enough here to see some possible cumulative effects. The Art Department made adjustments to teaching methods in order to make studio courses available online, but it hasn't been a seamless process, and challenges persist. We continue to streamline these processes, but I consider Covid -19 to be the primary reason for our average to drop from 12.5 to 11.4

9. **What are next steps?**
   Now that we're assessing on all levels, I'll be breaking up data into more detailed, stratified measures. That should allow a more granular and targeted approach to assessment.

   I'd also like to put together a set of examples- images, writing samples, 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).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

BA in Art Program Assessment Tool: PLO Rubric

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.

Art Program Curriculum Map

Courses	100	101	103	201	202	203	204	205	206	207	208	209	214	217	230	252	299-Ti	299	301	303	306	307

Courses	308	310	312	313	314	315	316	317	318	319	320	350	352	399	402	403	404	405	406	407	410	411

Courses	413	414	416	445	450	451	452	475	499