Academic Affairs Assessment of Student Learning
Report for Academic Year 2018-2019

Department/Program Art
Assessment Coordinator's Name: Josh Martin
Assessment Coordinator's Email Address: Martinjd@wvstateu.edu

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. Reather, 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?
We use Art 103 Studio III: Introduction to Design to begin our assessment. All PLOs are addressed in this course for all beginning Art majors, so it gives us a complete baseline.

Additionally, we assess all 400-level courses, most of which are studio courses. However, Art 410 Arts Management and Art 475 Senior Exhibit are also assessed.This provides a broad, comprehensive view of the abilities of our upper-level and graduate students. We refer to this as our Capstone Cluster, and always includes Art 475 Senior Exhibit/Thesis, in which we measure all 5 PLOs. We refer to this as our Capstone Cluster.

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

Art 103 All PLO's 2013-2019

Art 103 All PLO's 2013-2019
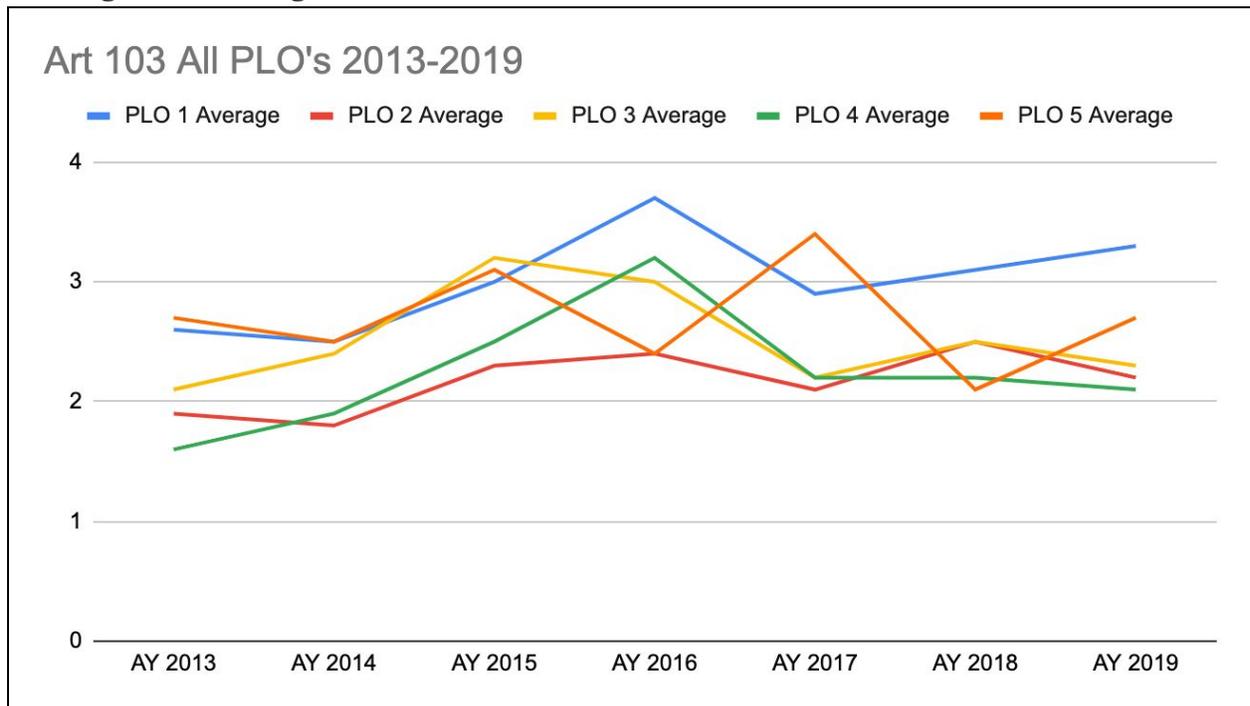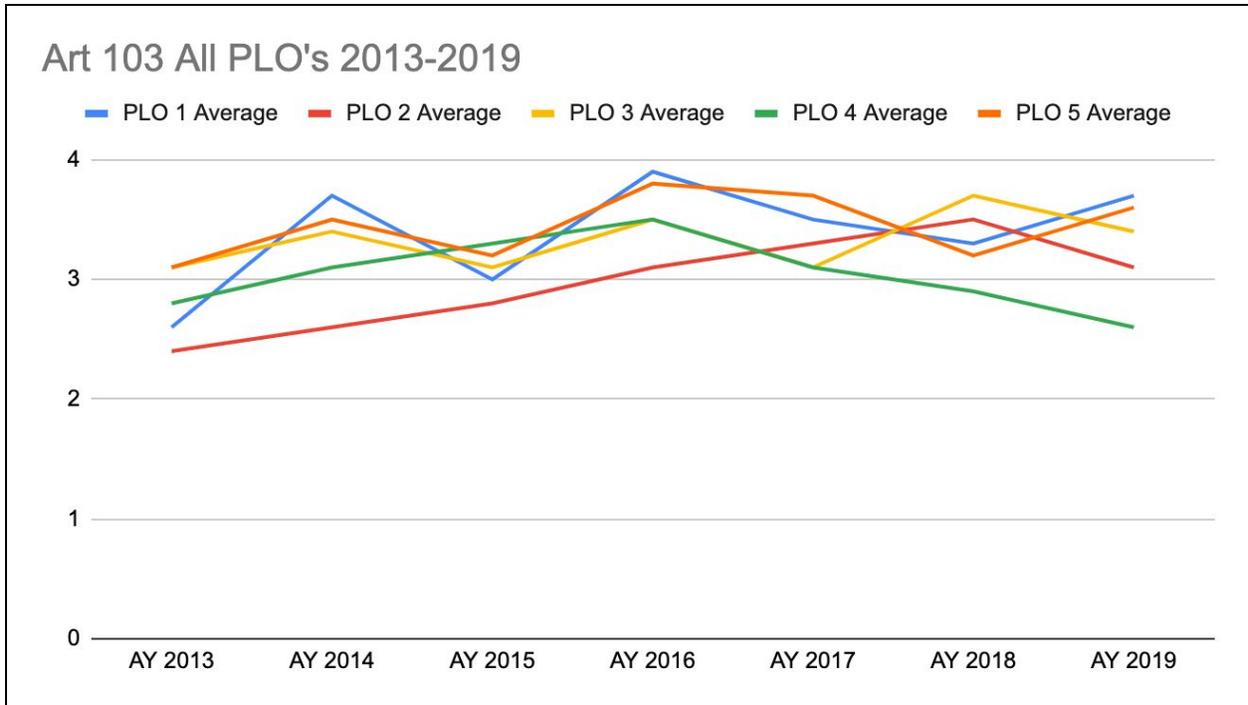
Overall, the Art Department continues to trend slightly upward, though PLO 4 shows a steep drop.

Last year, we dealt with a steep drop in PLO 5- technical proficiency. We've pushed that up, but now we see a drop in PLO 4- theory application.

9. **What are next steps?**
We will need to take another look at how we are integrating theory in production.

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

Art Program Assessment Tool: PLO Rubric

Instructor:					
Student Name:	**Course # & Title :**		**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

K= Knowledge/Comprehension
A= Application/Analysis
S= Synthesis/Evaluation