

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BA Art

Person Responsible: Lisa Reinauer

Date Submitted: May 30, 2007

Mission: The mission of Bachelor of Arts Program in Art is to provide education that will enable graduates to develop their talent and potential as creative artists within a liberal arts framework. Through a curricula that provides a breadth of experience and understanding in studio art , graduates learn to analyze the history of art and its function within the evolution of contemporary culture, demonstrate competency in visual literacy, and demonstrate competency in a select area of art studio concentration. Visual arts majors will cultivate skills in critical thinking and effective communication and analyze global community issues to become better citizens of the world and the community.

Institutional Mission Reference: At McNeese State University, a member of the University of Louisiana System, students in the Visual Arts program cultivate the ability to think critically, develop the skills to communicate effectively, and gain a global outlook.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Course Summary
- Other - Please describe: Exit Exam Art history – embedded questions

Data Repository Location:

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Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																																																																	
<p>Sophomore Portfolio Evaluation: [75%] of students are expected to achieve a score of 70% or above on the sophomore portfolio evaluation in the 3 categories related to critical thinking. Faculty review team evaluates portfolio of 20 projects from each student for fundamental ability to synthesize knowledge of concept and design into resolved visual solutions Art 101,102,217-18</p> <p>Senior Portfolio Evaluation: [85%] of degree candidates are expected to achieve scores to meet (14-17) or exceed (18+) expectations on senior portfolio evaluation measuring student mastery of and ability to synthesize concept and design into resolved visual solutions</p> <p><u>Assessment Note:</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Critical Thinking Defined: The process that involves the cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning</p> <p>VISUAL ARTS portfolio evaluations serve to assess critical thinking skills by appraising a student's fundamental ability to synthesize knowledge of concept and design into resolved visual solutions</p> </div>	<p>Sophomore Portfolio Evaluation: [78 %] of students [Met] or [Exceeded] an expected level of achievement. Faculty review team evaluated each portfolio of 20 projects (from Art 101,102, 217, 218) for student's fundamental ability to synthesize knowledge of concept and design into resolved visual solutions.</p> <table border="1" data-bbox="653 581 1413 740"> <thead> <tr> <th>Performance Area</th> <th>F</th> <th>M</th> <th>E</th> <th>M or E</th> </tr> </thead> <tbody> <tr> <td>Basic Design</td> <td>22%</td> <td>33%</td> <td>44%</td> <td>77%</td> </tr> <tr> <td>Color Theory</td> <td>11%</td> <td>55%</td> <td>33%</td> <td>88%</td> </tr> <tr> <td>Drawing</td> <td>11%</td> <td>55%</td> <td>33%</td> <td>88%</td> </tr> <tr> <td colspan="5">Goal = 75% meet or exceed in each performance area</td> </tr> </tbody> </table> <p>Senior Portfolio Evaluation: [100 %] of Degree candidates met or exceeded goal scores. Faculty review team evaluated each portfolio of 10+ projects to assess student mastery of/ ability to synthesize concept and design into resolved visual solutions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Senior Portfolio Evaluations</p> <table border="1" data-bbox="667 1036 1318 1409"> <thead> <tr> <th>Area</th> <th>A</th> <th>D</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>BA-Art PANT</td> <td>M 17</td> <td>M 17</td> <td>E 20</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 20</td> <td>E 20</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 18.5</td> <td>M 17</td> </tr> <tr> <td>BARED CERM</td> <td>E18.5</td> <td>E 18.5</td> <td>M 17</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 18.5</td> <td>M 17</td> <td>M 17</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>E 20</td> <td>E 20</td> <td>E 18</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 18,5</td> <td>E 18.5</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>E 18,5</td> <td>E 18.5</td> <td>M 15.5</td> </tr> <tr> <td>BA-Art PAINT</td> <td>E 20</td> <td>E 20</td> <td>E 20</td> </tr> </tbody> </table> <p>Application / Design / Concept Development</p> </div>	Performance Area	F	M	E	M or E	Basic Design	22%	33%	44%	77%	Color Theory	11%	55%	33%	88%	Drawing	11%	55%	33%	88%	Goal = 75% meet or exceed in each performance area					Area	A	D	C	BA-Art PANT	M 17	M 17	E 20	BA-Art ADVD	E 20	E 20	E 20	BA-Art ADVD	E 20	E 18.5	M 17	BARED CERM	E18.5	E 18.5	M 17	BA-Art ADVD	E 18.5	M 17	M 17	BA-Art PHOTO	E 20	E 20	E 18	BA-Art ADVD	E 20	E 18,5	E 18.5	BA-Art PHOTO	E 18,5	E 18.5	M 15.5	BA-Art PAINT	E 20	E 20	E 20	<p>A <u>Sophomore Faculty Review Committee</u> Recommends review by the Visual Arts Curriculum Committee of Art Core to ensure continuity of course content. All art core classes should emphasize the importance of retaining works and building a portfolio. A notation on all art core syllabi about the Sophomore review should be added.</p> <p>M/R <u>Senior Faculty Review Committee</u> Notes to faculty an overall improvement in portfolios in terms of conceptual development. Assessment of critical thinking skills appears better served when students focus portfolio selections on primary area of concentration, and it is recommended the portfolio meet this requirement.</p>
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Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																																			
<p>Sophomore Portfolio Evaluation: [75%] of students are expected to achieve a score of 70% or above on the sophomore portfolio evaluation in the 2 categories related to written communication and technology.</p> <p>Senior Portfolio Evaluation: [85%] of degree candidates are expected to achieve a score of 70% or above on the senior portfolio evaluation in the categories related to written communication</p> <p>Capstone Course [85%] of degree candidates are expected to achieve a score of 70% or above on the senior capstone presentation project involving oral ,written and technological communication.</p> <p>Assessment Note:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Communication Skills Defined: It is the process of generating, interpreting, and exchanging information through verbal and nonverbal methods. Information is communicated formally and informally through oral discussions, written documentation, and the use of information technology VISUAL ARTS portfolio /project evaluations serve to assess communication skills by appraising a student’s ability to develop visual, technological, verbal and written responses to visual phenomena and organize perceptions and conceptualizations both rationally and intuitively. (N)</p> </div>	<p>Sophomore Portfolio Evaluation: [83%] of students met or exceeded an expected level of achievement on the sophomore portfolio evaluation in the 2 categories related to written communication and technology. Artifacts evaluated consisted of 5 computer application projects and 1 written artist statement of intent.</p> <table border="1" data-bbox="632 493 1379 573"> <thead> <tr> <th>Performance Area</th> <th>F</th> <th>M</th> <th>E</th> <th>M or E</th> </tr> </thead> <tbody> <tr> <td>Computer Application</td> <td>11%</td> <td>44%</td> <td>44%</td> <td>88%</td> </tr> <tr> <td>Statement of Intent</td> <td>22%</td> <td>55%</td> <td>22%</td> <td>77%</td> </tr> </tbody> </table> <p>Senior Portfolio Evaluation: [44 %] of Degree candidates met or exceeded an expected level of achievement with scores of 70%+ (14+) on the evaluation in the category of written communication. Committee evaluated artist/ concept statements for level of develop clarity of writing, conciseness, and how well the statement specifically addressed the student’s work.</p> <table border="1" data-bbox="632 786 1528 1078"> <thead> <tr> <th>Performance Area</th> <th>Statement / Concept</th> </tr> </thead> <tbody> <tr> <td>BA-Art PANT</td> <td>4 F</td> </tr> <tr> <td>BA-Art ADVD</td> <td>20 E</td> </tr> <tr> <td>BA-Art ADVD</td> <td>4 F</td> </tr> <tr> <td>BA-ArtEd CERM</td> <td>4 F</td> </tr> <tr> <td>BA-Art ADVD</td> <td>4 F</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>15.5 M</td> </tr> <tr> <td>BA-Art ADVD</td> <td>4 F</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>15 M</td> </tr> <tr> <td>BA-Art PAINT</td> <td>16 M</td> </tr> </tbody> </table> <p>Capstone Course [93%] of degree candidates met or exceeded an expected level of achievement with scores of 70% or above on the senior capstone presentation project involving oral ,written and technological communication</p>	Performance Area	F	M	E	M or E	Computer Application	11%	44%	44%	88%	Statement of Intent	22%	55%	22%	77%	Performance Area	Statement / Concept	BA-Art PANT	4 F	BA-Art ADVD	20 E	BA-Art ADVD	4 F	BA-ArtEd CERM	4 F	BA-Art ADVD	4 F	BA-Art PHOTO	15.5 M	BA-Art ADVD	4 F	BA-Art PHOTO	15 M	BA-Art PAINT	16 M	<p>R <u>Sophomore Faculty Review Committee</u> recommends portfolio review process be expanded with the fall 2007 term to include an oral communication component. An oral review already exists as part of process and the committee recommends this component be assessed.</p> <p>R <u>Senior Faculty Review Committee</u> recommends emphasis be increased regarding the written communication component of the senior portfolio evaluation via the capstone courses of Art 430 and Art 450. A second recommendation is the student be required to have statement approved by faculty over area of concentration.</p> <p>R <u>Assessment committee</u> recommends the Capstone Course Presentation Project -evaluations of oral, written and technological communication continue to be monitored and that a copy of the presentation portfolio be retained for departmental archives.</p>
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BA-Art	PHOTO	0	0	0	0
BA-Art	PHOTO	3.5	5	4	12.5
BA-Art	CERM	3.5	4	4	11.5
BA-Art	ADVD	5	3	4	12
BA-Art	PHOTO	5	5	5	15
BA-Art	ADVD	5	5	5	15
BA-Art	PANT	5	5	5	15
BA-Art	PHOTO	5	5	5	15
BA-Art	PANT	5	5	5	15
BA-Art	PHOTO	5	5	3	13
BA-Art	CERM	4	3.5	3.5	11
BA-Art	ADVD	5	5	5	15
BA-Art	PHOTO	5	5	5	15
AREA	3.5+ = Meets	4.5-5 = Exceeds expected level of achievement			
TOTAL	10.5+ = Meets	13.5 + = Exceeds expected level of achievement			



Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>							
<p><u>Art History:</u> Graduates will analyze the history of art from the Paleolithic period to the present day emphasizing the roles of art within the evolution of contemporary culture.</p> <ul style="list-style-type: none"> • [85%] of art majors are expected to achieve a score of 70% or above on embedded questions in course exit exam on art content and the roles of art within the evolution of contemporary culture. <p><u>Art 450 Capstone Course:</u> Graduates will assess global community issues by appraising student ability to understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions.</p> <ul style="list-style-type: none"> • [85%] of Art 450 students are expected to achieve a score of 80% + on embedded quiz questions addressing contemporary professional and ethical issues in art <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Global Perspective Defined: Measures could be: Graduates identify discipline specific professional ethics from both a local and global perspective; Graduates identify local and world current issues that affect the discipline. Graduates demonstrate the ability to recognize diverse points of view which impact the discipline/profession; graduates understand the implications of living with transportation and information technology that link all parts of the world; Graduates demonstrate an awareness of global policy issues and international markets.</p> <p>VISUAL ARTS to assess global community issues by appraising a student’s knowledge of major achievements in the history of art; Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions.</p> </div>	<p><u>Art History Course Summaries-</u> ART 361,362,363</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>[84 %] of art / art education majors met or exceeded an expected level of achievement on the art content questions embedded in course exit exams and roles of art within the evolution of contemporary culture.</p> </div> <p><u>Art 450 Capstone Course:</u></p> <p>[90 %] of Art 450 students achieved a score of 80% + on embedded quiz questions addressing contemporary professional and ethical issues in art</p> <p>9 embedded Quiz Questions assess student understanding of the ethical considerations of copyrights, contracts for commissioned work, and commercial gallery relations::</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">% Correct / Topic:</th> </tr> </thead> <tbody> <tr> <td>[92%] Professional practices - Commissioned work</td> </tr> <tr> <td>[100%] Professional practices–Gallery representation & direct sales</td> </tr> <tr> <td>[92%] Legal/ Professional practices /ethics – Contracts</td> </tr> <tr> <td>[87%] Legal/ Copyright issues (4)</td> </tr> <tr> <td>[69%] Legal / Public domain images.</td> </tr> <tr> <td>[100%] Legal/ Fair Use</td> </tr> </tbody> </table>	% Correct / Topic:	[92%] Professional practices - Commissioned work	[100%] Professional practices–Gallery representation & direct sales	[92%] Legal/ Professional practices /ethics – Contracts	[87%] Legal/ Copyright issues (4)	[69%] Legal / Public domain images.	[100%] Legal/ Fair Use	<p>R <u>Assessment committee</u> recommends the tool for art history course assessment be revised to include both a pre-test and post-test on course content and roles of art within the evolution of contemporary culture.</p> <p>R <u>Assessment Committee</u> recommends capstone course content on contemporary professional and ethical issue is art be expanded to incorporate international copyright issues.</p>
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[100%] Legal/ Fair Use									

Student Learning Outcome 4: Graduates possess a developed visual sensitivity and demonstrate competency in visual literacy (N).

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<p>Sophomore Portfolio Evaluation: Faculty review team evaluates portfolio of 30 projects from each student for fundamental ability to synthesize knowledge of concept and design into resolved visual solutions in the all categories : basic design, color theory, creative and representational drawing, computer applications and artist statement.</p> <p><u>ART Core:</u> Art 101,102,105,217 & 218 [75%] of students are expected to achieve a score of 70% or above on the sophomore portfolio evaluation.</p> <p>Assessment Notes:</p> <div style="border: 1px solid black; padding: 5px;"> <p>VISUAL LITERACY COMPETENCY: Students demonstrate competency in visual literacy through the creative application of basic design, color theory, basic tools and skills of creative and representational drawing, and basic computer applications in art.</p> <p>Assessment Tool: SOPHOMORE PORTFOLIO REVIEW Student competency in visual literacy is assessed via the sophomore portfolio reviews conducted upon completion of the visual arts core.</p> <p><u>Visual Arts Core</u> Art 101,102,105, 217 and 218. The review serves as a midpoint assessment of student learning and instructional strengths within the art program. Reviews are conducted by a team of faculty advisors with individual feedback and guidance given to students regarding their educational and professional direction.</p> </div>	<p>Sophomore Portfolio Evaluation: [88 %] of students achieved a score of 70% or above to met or exceed expected performance on the Sophomore Portfolio Review.</p> <p>Actual Data From Assessment:</p> <table border="1" data-bbox="604 492 1493 621"> <thead> <tr> <th>Area</th> <th>Basic Design</th> <th>Color Theory</th> <th>Drawing</th> <th>Computer Application</th> <th>Statement of Intent</th> <th>TOTAL</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>12 M</td> <td>12 M</td> <td>12 M</td> <td>15 E</td> <td>12 M</td> <td>63 M</td> <td>84 %M</td> </tr> <tr> <td></td> <td>13.5 E</td> <td>12 M</td> <td>10.5 M</td> <td>13.5 E</td> <td>12 M</td> <td>61.5 M</td> <td>82 %M</td> </tr> <tr> <td></td> <td>9.5 F</td> <td>13.5 M</td> <td>12 M</td> <td>10.5 M</td> <td>8 F</td> <td>53.5 M</td> <td>71% E</td> </tr> </tbody> </table> <p>EXPECTED LEVEL OF ACHIEVEMENT = 70% or above</p> <table border="1" data-bbox="604 646 1493 703"> <thead> <tr> <th>Ares</th> <th>10.5 -13</th> <th>Meets expectations</th> <th>Total</th> <th>52.5 - 67</th> <th>Meets expectations</th> </tr> </thead> <tbody> <tr> <td></td> <td>13.5 +</td> <td>Exceeds expectations</td> <td></td> <td>67.5 +</td> <td>Exceeds expectations</td> </tr> </tbody> </table> <table border="1" data-bbox="604 703 1493 857"> <tbody> <tr> <td>Spring</td> <td>20 E</td> <td>18.5 E</td> <td>20 E</td> <td>20 M</td> <td>18.5 M</td> <td>97 E</td> <td>97 % E</td> </tr> <tr> <td></td> <td>11.5 F</td> <td>11.5 F</td> <td>11.5 F</td> <td>11.5 F</td> <td>20 E</td> <td>66 F</td> <td>66 % F</td> </tr> <tr> <td></td> <td>20 E</td> <td>20 E</td> <td>18.5 E</td> <td>18.5 E</td> <td>20 E</td> <td>97 E</td> <td>97 % E</td> </tr> <tr> <td></td> <td>17 M</td> <td>15.5 M</td> <td>17 M</td> <td>15.5 M</td> <td>11.5 F</td> <td>76.5 M</td> <td>76.5%M</td> </tr> <tr> <td></td> <td>14 M</td> <td>14 M</td> <td>14 M</td> <td>15.5 M</td> <td>14 M</td> <td>71.5 M</td> <td>71.5 M</td> </tr> <tr> <td></td> <td>20 E</td> <td>20 E</td> <td>20 E</td> <td>18.5 E</td> <td>17 M</td> <td>95.5 E</td> <td>95.5 %E</td> </tr> </tbody> </table> <p>EXPECTED LEVEL OF ACHIEVEMENT = 70% or above</p> <table border="1" data-bbox="604 881 1493 938"> <thead> <tr> <th>Ares</th> <th>14-17.7</th> <th>Meets expectations</th> <th>Total</th> <th>70-89</th> <th>Meets expectations</th> </tr> </thead> <tbody> <tr> <td></td> <td>18 +</td> <td>Exceeds expectations</td> <td></td> <td>90 +</td> <td>Exceeds expectations</td> </tr> </tbody> </table> <table border="1" data-bbox="604 963 1493 1141"> <thead> <tr> <th>AREA</th> <th>F</th> <th>M</th> <th>E</th> <th>M or E</th> </tr> </thead> <tbody> <tr> <td>Basic Design</td> <td>22%</td> <td>33%</td> <td>44%</td> <td>77%</td> </tr> <tr> <td>Color Theory</td> <td>11%</td> <td>55%</td> <td>33%</td> <td>88%</td> </tr> <tr> <td>Drawing</td> <td>11%</td> <td>55%</td> <td>33%</td> <td>88%</td> </tr> <tr> <td>Computer Application</td> <td>11%</td> <td>44%</td> <td>44%</td> <td>88%</td> </tr> <tr> <td>Statement</td> <td>22%</td> <td>55%</td> <td>22%</td> <td>77%</td> </tr> </tbody> </table> <p>Expected level of Achievement = 75% or above of students meet or exceed in each performance area</p> <table border="1" data-bbox="604 1190 1493 1247"> <thead> <tr> <th>Student Total</th> <th>F</th> <th>M</th> <th>E</th> <th>M or E</th> </tr> </thead> <tbody> <tr> <td>Fall/Spring Reviews</td> <td>11%</td> <td>55%</td> <td>33%</td> <td>88%</td> </tr> </tbody> </table> <p>Expected level of Achievement = 75% or above of students meet or exceed total expectations</p>	Area	Basic Design	Color Theory	Drawing	Computer Application	Statement of Intent	TOTAL	%	Fall	12 M	12 M	12 M	15 E	12 M	63 M	84 %M		13.5 E	12 M	10.5 M	13.5 E	12 M	61.5 M	82 %M		9.5 F	13.5 M	12 M	10.5 M	8 F	53.5 M	71% E	Ares	10.5 -13	Meets expectations	Total	52.5 - 67	Meets expectations		13.5 +	Exceeds expectations		67.5 +	Exceeds expectations	Spring	20 E	18.5 E	20 E	20 M	18.5 M	97 E	97 % E		11.5 F	11.5 F	11.5 F	11.5 F	20 E	66 F	66 % F		20 E	20 E	18.5 E	18.5 E	20 E	97 E	97 % E		17 M	15.5 M	17 M	15.5 M	11.5 F	76.5 M	76.5%M		14 M	14 M	14 M	15.5 M	14 M	71.5 M	71.5 M		20 E	20 E	20 E	18.5 E	17 M	95.5 E	95.5 %E	Ares	14-17.7	Meets expectations	Total	70-89	Meets expectations		18 +	Exceeds expectations		90 +	Exceeds expectations	AREA	F	M	E	M or E	Basic Design	22%	33%	44%	77%	Color Theory	11%	55%	33%	88%	Drawing	11%	55%	33%	88%	Computer Application	11%	44%	44%	88%	Statement	22%	55%	22%	77%	Student Total	F	M	E	M or E	Fall/Spring Reviews	11%	55%	33%	88%	<p>R <u>Sophomore Review Committee</u> recommends the following revisions:</p> <p>a) review summary be developed and given to students,</p> <p>b) students be encouraged to bring 5 supplemental works from a class in their concentration if enrolled ,</p> <p>c) transfer students note works created at another institution and assessment tool/data note those scores with a “T” Designation,</p> <p>d) oral component added to sophomore review.</p>
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AREA	F	M	E	M or E																																																																																																																																														
Basic Design	22%	33%	44%	77%																																																																																																																																														
Color Theory	11%	55%	33%	88%																																																																																																																																														
Drawing	11%	55%	33%	88%																																																																																																																																														
Computer Application	11%	44%	44%	88%																																																																																																																																														
Statement	22%	55%	22%	77%																																																																																																																																														
Student Total	F	M	E	M or E																																																																																																																																														
Fall/Spring Reviews	11%	55%	33%	88%																																																																																																																																														

Student Learning Outcome 5: Graduates possess the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. Graduates must possess an ability to make workable connections between concept and media. (N)

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																																																																						
<p>Senior Portfolio Review [85 %] of degree candidates met or exceeded an expected level of achievement of 70% + total score on Senior Portfolio Review</p> <p>.Assessment Notes:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>AREA OF CONCENTRATION COMPETENCY: Students demonstrate competency in their area of studio concentration through the development of the senior portfolio . Portfolio artifacts should illustrate student mastery of technical/ media skills, perceptual development and understanding of principles of visual organization.</p> <p>Assessment Tool: SENIOR PORTFOLIO REVIEW Student competency in an area of concentration is assessed via the senior portfolio review conducted during the final term when student is a degree candidate. The review serves as a capstone assessment of student learning and instructional strengths within the art program. Reviews are conducted by a team of faculty advisors .</p> </div>	<p>Senior Portfolio Review [100 %] of degree candidates met or exceeded an expected level of achievement of 70% + total score on Senior Portfolio Review [44 %] of Degree candidates met or exceeded an expected level of achievement on the senior portfolio evaluation in the category of artist statement / proof of concept statement (written communication)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Senior Portfolio Evaluations</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: black; color: white;">Area</th> <th style="background-color: black; color: white;">A</th> <th style="background-color: black; color: white;">D</th> <th style="background-color: black; color: white;">C</th> <th style="background-color: black; color: white;">S</th> <th style="background-color: black; color: white;">Total</th> <th style="background-color: black; color: white;"></th> </tr> </thead> <tbody> <tr> <td>BA-Art PANT</td> <td>M 17</td> <td>M 17</td> <td>E 20</td> <td>F 4</td> <td>72.5% 58</td> <td>M</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 20</td> <td>E 20</td> <td>E 20</td> <td>100% 80</td> <td>E</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 18.5</td> <td>M 17</td> <td>F 4</td> <td>74% 59.5</td> <td>M</td> </tr> <tr> <td>BARED CERM</td> <td>E 18.5</td> <td>E 18.5</td> <td>M 17</td> <td>F 4</td> <td>72.5% 58</td> <td>M</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 18.5</td> <td>M 17</td> <td>M 17</td> <td>F 4</td> <td>71% 56.5</td> <td>M</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>E 20</td> <td>E 20</td> <td>E 18</td> <td>M 15.5</td> <td>91.8% 73.5</td> <td>E</td> </tr> <tr> <td>BA-Art ADVD</td> <td>E 20</td> <td>E 18,5</td> <td>E 18.5</td> <td>F 4</td> <td>76.3% 61</td> <td>E</td> </tr> <tr> <td>BA-Art PHOTO</td> <td>E 18,5</td> <td>E 18.5</td> <td>M 15.5</td> <td>M 15</td> <td>84% 67.5</td> <td>M</td> </tr> <tr> <td>BA-Art PAINT</td> <td>E 20</td> <td>E 20</td> <td>E 20</td> <td>M 16</td> <td>95% 76</td> <td>E</td> </tr> </tbody> </table> <p>Application Design Concept Statement</p> </div>	Area	A	D	C	S	Total		BA-Art PANT	M 17	M 17	E 20	F 4	72.5% 58	M	BA-Art ADVD	E 20	E 20	E 20	E 20	100% 80	E	BA-Art ADVD	E 20	E 18.5	M 17	F 4	74% 59.5	M	BARED CERM	E 18.5	E 18.5	M 17	F 4	72.5% 58	M	BA-Art ADVD	E 18.5	M 17	M 17	F 4	71% 56.5	M	BA-Art PHOTO	E 20	E 20	E 18	M 15.5	91.8% 73.5	E	BA-Art ADVD	E 20	E 18,5	E 18.5	F 4	76.3% 61	E	BA-Art PHOTO	E 18,5	E 18.5	M 15.5	M 15	84% 67.5	M	BA-Art PAINT	E 20	E 20	E 20	M 16	95% 76	E	<p>R Senior Review Committee recommends the portfolio review process revise the portfolio approval sheet for exhibition to include approval of the artists statement /proof of concept statement. Low scores on the Statement component directly reflect a lack of consideration /development on the part of the student.</p> <p>R Senior Faculty Review Committee recommends portfolio selections be primarily from area of concentration with only select supplemental works in a supportive media with faculty approval.</p>
Area	A	D	C	S	Total																																																																			
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Student Learning Outcome 6: Graduates must possess some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. (N)

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																
<p>Graduates will analyze the history of art from the Paleolithic period to the present day emphasizing the roles of art within the evolution of contemporary culture.</p> <p>[85%] of art majors are expected to achieve a score of 70% or above on art content questions embedded in course exit exams.</p>	<table border="1"> <tr> <td data-bbox="653 418 957 451">Art 361</td> <td data-bbox="957 418 1262 451"></td> </tr> <tr> <td colspan="2" data-bbox="653 451 1262 545">[89%] of art/art education majors met or exceeded an expected level of achievement = 70% + on the art content questions embedded in course exit exam.</td> </tr> <tr> <td data-bbox="653 545 957 578">Art 362</td> <td data-bbox="957 545 1262 578"></td> </tr> <tr> <td colspan="2" data-bbox="653 578 1262 672">[75%] of art /art education majors met or exceeded an expected level of achievement = 70%+ on the art content questions embedded in course exit exam</td> </tr> <tr> <td data-bbox="653 672 957 704">Art 363</td> <td data-bbox="957 672 1262 704"></td> </tr> <tr> <td colspan="2" data-bbox="653 704 1262 799">[88 %] of art/ art education majors met or exceeded an expected level of achievement = 70%+ on the art content questions embedded in course exit exam</td> </tr> <tr> <td colspan="2" data-bbox="653 799 1262 831">Combined Art History Data:</td> </tr> <tr> <td colspan="2" data-bbox="653 831 1262 915">[84 %] of art/ art education majors met or exceeded an expected level of achievement on the art content questions embedded in course exit exams</td> </tr> </table>	Art 361		[89%] of art/art education majors met or exceeded an expected level of achievement = 70% + on the art content questions embedded in course exit exam.		Art 362		[75%] of art /art education majors met or exceeded an expected level of achievement = 70%+ on the art content questions embedded in course exit exam		Art 363		[88 %] of art/ art education majors met or exceeded an expected level of achievement = 70%+ on the art content questions embedded in course exit exam		Combined Art History Data:		[84 %] of art/ art education majors met or exceeded an expected level of achievement on the art content questions embedded in course exit exams		<p>R <u>Assessment Team</u> recommends the assessment tool for art history courses will be revised to include both a pre-test and post-test on course content. It is recommended the department continue assessment data of Art 361/362/363 together and separate from other courses as these comprise the recommended and most common course sequence to satisfy degree plans in art and art education.</p>
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