Art [ART]

Cycles included in this report:
Jun 1, 2023 to May 31, 2024

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Program Name: Art [ART]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

1 Is this program offered via Distance Learning?

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2019-2020:
PRAXIS CONTENT PASS RATE/ ART CONTENT KNOWLEDGE - ART EDUCATION
In 2017-2018, the benchmark was not met, with a first time percentage pass rate of 0%. In 2018-2019, as the art professors redesigned the art education program, they revisited both the topics covered on the content Praxis exam to ensure the appropriate course content and the course sequencing when students would be most prepared to complete the Praxis exam successfully.
A new course ART 335 was created to address the content that 5134 covers, with Praxis exam to be scheduled after taking ART 335 in Junior Fall semester. In 2019-2020, the benchmark was met with 100% passing on the first try.

2020-2021:
ART 217 CONTENT ACHIEVEMENT**:** ART 217 students exceeded course content benchmark for the first time in a five year period. ART 218 was removed from the Art Core for the Fall 2017 term. The assessment team noted ART 217 content knowledge be monitored for five years and evaluated by curriculum committee. In 2017-2018 the Benchmark was not met, with 81% scoring 80%, and the average content knowledge score on ART 217 decreased by 14% during the same period. Assessment committee met with ART 217 faculty, and content (along with CT) was reinforced within the curriculum structure. The original plan to reassess the course after a five-year trial was changed to three years. In 2018-2019, the benchmark was met. The individual concept falling below 80% was value, so subsequent assignment content emphasized value. In 2019-2020, the expected achievement was not met, with only 72 % of students meeting the goal both terms. Perspective was falling short both in exam responses and in the portfolio. Exams were redesigned to address both understanding and application; new teaching demos were implemented to assist the understanding and application. In 2020-2021, ART 217 Drawing I was imbued with numerous video demos and other supportive online content. Students MET and exceeded benchmark and improved remarkably from previous semesters, with 100% of students meeting benchmark for the first time.

2021-2022:
ART 400 QEP PRESENTATIONS
100% of students met the benchmark of receiving a 51/60 or higher on the presentation rubric. This is a 40% increase from 2019-2020 and an 8% increase from 2020-2021. To improve low scores verbal practice opportunities significantly increased with additional preparatory assignments including informal discussions in class, a formal presentation in class, a one-on-one interview discussion of work, and a verbal video presentation. The verbal video, adopted in Fall 2020 due to pandemic/hurricane situation, will be a continued assignment as most students will likely encounter presentations through a digital/video format post-graduation.

2022-2023:
ART 400--SENIOR REVIEW TOTALS
Expectations and requirements of exhibiting seniors were reinforced throughout the course and individual and group critiques for students developing and preparing their body of work increased in frequency in concentration classes. Average score of students exceeding expectations went from 62% in 2019-2020, 66% in 2020-2021, 79% in 2021-2022 to 82% in 2022-2023 resulting in a 20% increase of students exceeding expectations in four years.

2023-2024:
ART HISTORY EXIT EXAMS
The average score for this assessment has demonstrated an improvement through a 5% increase since 2018. While the benchmark has consistently been met, the increase indicates rigorous analysis and action in adjusting assignments and exams based on previous assessment data.

4 Program Highlights from the Reporting Year

2019-2020:
• <u>Teacher of the Year</u> - The Post-Baccalaureate Certification Program in Art K-12 allows students who hold the BA to return and complete state certification. Katy Geymann received the BA in Art with a concentration in Printmaking in 2017. While completing her student-teaching internship with East Beauregard High School, Katy Geymann was named the school's Teacher of the Year for 2020.
• <u>Visiting Artist - C.F. Payne</u> - C.F. Payne, nationally celebrated artist-illustrator whose work has appeared on the covers of *Time Magazine*, *Readers Digest*, *Sports Illustrated*, *MAD Magazine*, *U. S. News and World Report*, and *The Atlantic Monthly* presented a lecture and two-day workshop for McNeese students.

2020-2021:
• <u>BA ART Graphic Design Candidate Published Illustrator/ MFA Acceptance </u>: Elizabeth George (S '21 BA ART Graphic Design)is the illustrator for the published children's book *A Different Kind of Brave.* Written by 11 year old, Mary Alice Eringman, it is an inspiring story about an ordinary girl who ends up being brave in a way you won't suspect. Some topics are tough to talk to kids about, including the dangers of online predators. Elizabeth George has been accepted into the MFA program in Illustration by Marywood University.
• <u>BA ART Printmaking Alumni & MFA Candidate Featured</u>: Taylor Hickey (F'17 BA ART Printmaking) is a Spring 2021 MFA Candidate in Printmaking at U.Mass-Dartmouth and is featured by the Boston Globe article as one of the five *art-school grads to watch for 2021.* https://www.bostonglobe.com/2021/05/05/arts/5-art-school-grads-watch-2021/

2021-2022:
<u>EP Classroom Studio</u>
Upgrade classroom to reflect a studio environment that students would encounter in the workforce. This included new paint, electrical drops, flooring, butcher block style modular workspaces, a communal creative zone, and additional technology funded through an endowed professorship.
<u>ASPIRE program </u>--a Visual Arts mentorship program started in 2020 but stymied due to pandemic /hurricane was fully functional in-person with five mentors and 15 mentees working together weekly. ASPIRE's goals are retention and engagement.

2022-2023:
<u>Bayou Greenbelt</u>
McNeese Graphic Design students had the opportunity to work with Visit Lake Charles and the Community Foundation of Southwest Louisiana to produce branding materials for Bayou Greenbelt. Students worked in teams during the month-long project and presented their ideas to a five member panel. As part of the Master Plan for Lake Charles, Bayou Greenbelt will be an interconnected network of blue and green trails that will transform quality of life, resilience, drainage, and connections to the natural environment and recreation. Trailheads and boat launches will provide access to new multi-use trails and bayous and coulees that are currently not accessible.

<u>Mock interviews in ART 450 Spring 2023</u>
Mock interviews were conducted with three community members: Shawna Bachelor (Arts Council), Stefan Borssen (Imperial Calcasieu Museum), and Barbara VanGossen (Healthy Image). Interviewers provided feedback on student strengths and areas in need of improvement. 100% of students were given a 10/10 for professionalism in attire, their speech, and overall presence. Students prepared for interviews throughout the semester with surprise "elevator pitch" exercises performed in class requiring students to articulate answers quickly and spontaneously.

2023-2024:
<u>EXHIBITS:</u> CPSB Gifted and Talented Art End-of-Year Exhibit hosted in the Grand Gallery-- providing a larger space for the exhibit which has outgrown its previous venue.
<u>ALUMNI:</u> Christopher Latil, BA Art 2020 hired as Creative Speicalist at Historic City Hall Arts and Cultural Center and Camille Vizena, BA Art 2020 selected as a resident for Imperial Calcasieu Museum's *Residency at the Museum* program.
<u>FACULTY:</u> Ken Baskin, Professor of Ceramics featured on LPB's series *Art Rocks* and Lydia Powers recipient of Higher Education Art Educator of the Year 2023 for the LAEA.

5 Program Mission

The mission of the Department of Visual Arts is to provide education that will enable graduates to develop their talent and potential as creative artists and future art educators within a liberal arts framework. The Department of Visual Arts offers the Bachelor of Arts in Art with studio and art education concentrations. Through a curriculum 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 and to develop competency in a select area of art studio concentration. Students cultivate skills in critical thinking and effective communication and analyze global community issues to become better citizens of the world and the community.

6 Institutional Mission Reference

This degree supports McNeese State University's primary mission as a teaching institution responsible for the successful education of the undergraduate students and services to the employees and communities in the southwest Louisiana region.

7 Assessment and Benchmark ART 100 Content and Communication

Assessment: Statement of Awareness rubric in ART 100 - Art Foundations Seminar.

Benchmark: 80% of students will score 160 or higher on the content portion of the Statement of Awareness rubric.

7.1 Data

Academic Year	Students scoring 160 or higher		Benchmark met?
	#	%	
2023-2024			

This is a new assessment for 2024-2025. Data will be reported in the next cycle.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

This is a new assessment for 2024-2025. Data will be reported in the next cycle.

8 Assessment and Benchmark Sophomore Portfolio Evaluation

Assessment 1: Visual sensitivity and literacy.
Student competencies in visual sensitivity/literacy and visual communication/expression are assessed via the sophomore portfolio reviews conducted upon completion of the visual arts core (ART 101, 102, 105, 217). The review serves as a midpoint assessment of student learning and instructional strengths within the BA Art program. A team of faculty advisors conducts the review with and gives individual feedback/guidance to students regarding educational and professional direction.

Faculty review team evaluations portfolio of 30 projects from each student for fundamental ability to synthesize knowledge of concept and design into resolved visual solutions in all categories: basic design, color theory, creative and representational drawing, computer applications, and artist statement.

Assessment 2: Visual communication and expression.
Communication skills encompass 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 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 (NASAD).

Benchmark 1: 85% of students are expected to achieve a score of 80% or above on the sophomore portfolio evaluation.

Prior to 2016-2017, the benchmark was that 75% of students would achieve a score of 70% or above.

Benchmark 2: 85% of students will meet/exceed score of 80% total score on Sophomore Portfolio Review in the three categories related to written and oral communication and technology application /communication.

Outcome Links

Visual Communication and Expression [Program]
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. (NASAD)

Visual Sensitivity and Literacy [Program]
Students develop visual sensitivity and demonstrate competency in visual literacy.

8.1 Data

E - Exceeded expectations
M - Met expectations
F - Failed to meet expectations

Sophomore Review -Visual Sensitivity and Literacy

Performance Area	2018-2019				2019-2020			
	F	M	E	M/E	F	M	E	M/E
Basic Design	0%	19%	81%	100%	0%	19%	81%	100%
Color Theory	0%	44%	56%	100%	0%	18%	82%	100%
Drawing	3%	54%	43%	97%	0%	54%	46%	100%
Computer Applications	0%	22%	78%	100%	0%	27%	73%	100%
Statement of Intent	0%	39%	61%	100%	0%	33%	67%	100%
Verbal Skills	0%	43%	51%	100%	0%	11%	89%	100%
Averages	0.5%	37%	62%	99.5%	0%	27%	73%	100%

Performance Area	2020-2021				2021-2022			
	F	M	E	M/E	F	M	E	M/E
Basic Design	0%	29%	71%	100%	0%	36%	64%	100%
Color Theory	0%	25%	75%	100%	4%	52%	43%	95%
Drawing	0%	69%	31%	100%	17%	35%	48%	83%
Computer Applications	0%	33%	67%	100%	0%	27%	73%	100%
Statement of Intent	0%	25%	75%	100%	0%	39%	61%	100%
Verbal Skills	0%	50%	50%	100%	4%	39%	57%	96%
Averages	0%	39%	61%	100%	4%	38%	58%	97%

Performance Area	2022-2023				2023-2024			
	F	M	E	M/E	F	M	E	M/E
Basic Design		28%	72%	100%	3%	29%	68%	97%
Color Theory	8%	38%	54%	92%	9%	50%	41%	91%
Drawing	11%	62%	27%	89%	15%	32%	53%	85%
Computer Applications	4%	58%	38%	96%	3%	48%	48%	96%
Statement of Intent	4%	58%	38%	96%	3%	39%	58%	97%
Verbal Skills	11%	44%	44%	88%	9%	26%	65%	91%
Averages	6%	48%	46%	94%	7%	37%	51%	93%

Outcome Links

Visual Sensitivity and Literacy [Program]
Students develop visual sensitivity and demonstrate competency in visual literacy.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review

Analysis/Recommendation:
The overall average is a 1-2 percentage points difference from last year. Efforts to improve drawing are showing improvement. Students who enter ART 200 with completed portfolios tend to have stronger outcomes.

Action: Advising note issued to all visual art advisors to wait until students complete ALL core courses before enrolling in ART 200 if possible. Some students are taking in the second semester of first year, and have not had time to reflect on core courses in relation to other courses or degree as a whole.

2020-2021:
Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review

Analysis/Recommendation:
Decreases of 10%+ overall in those achieving highest scores directly related to loss of lab space and absence face-to-face instruction. This particular cohort mostly began college Fall 2019 and therefore the first half of their college experience significant disrupted in 2020 due to the pandemic and hurricanes.

Action:
Foundations faculty noted any areas of deficiency on in-progress art major course portfolios. Follow-up in Art 200 for the 2021-2022 terms will include individual early review of work, with notes on projects in need of revision of content and/or presentation.

2021-2022:
Expected achievement MET: 97% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review

Analysis/Recommendation:
Decreases in verbal skills, drawing, and color theory attributed to courses taken online during the 2020-2021 academic year. This cohort did the bulk of the core courses which comprise the portfolio for Soph. Review online.

Action: Suggest faculty add a self-reflection and assessment form at or around midterm within core courses to allow students to ascertain strengths and weaknesses. The form would mirror the Sophomore Review rubric and be scored by both students and faculty.

2022-2023:
Analysis: The benchmark has been met, however it is noted that a decrease in some portfolio areas in the number of students "exceeding" expectations has occurred. Within the cohort of students participating in the Sophomore Review for Fall 2022 andSpring 2023, several still have portfolios lost or damaged due to hurricanes and/or portfolios from studio classes conducted online.

Action: While we anticipate fewer and fewer portfolios affected by storms and online courses, it is recommended that core course teaching faculty take a more active role in helping students select work to be reviewed. Students often choose work on based on favorites rather than demonstrating the skills in which they are being assessed.

2023-2024:
Benchmark MET.

Action:

- Implement a checklist in ART 200 for specific assignments from each area (ART 101, 102, 105, and 217) to be included in the review for each course.
- Require students to create and submit a digital archive of assignments in each of the core courses ((ART 101, 102, 105, and 217).
- Require ART 217 students to review drawings selected for the review with the instructor before the completion of the course.

8.2 Data

Sophomore Review - Visual Communication and Expression

Performance Area	2018-2019				2019-2020			
	F	M	E	M/E	F	M	E	M/E
Technology A/C	0%	22%	78%	100%	0%	27%	73%	100%
Written Communication	0%	39%	61%	100%	0%	33%	67%	100%
Oral Communication	0%	43%	57%	100%	0%	11%	89%	100%
Communication Skills	0%	35%	65%	100%	0%	24%	76%	100%

Performance Area	2020-2021				2021-2022			
	F	M	E	M/E	F	M	E	M/E
Technology A/C	0%	33%	67%	100%	0%	27%	73%	100%
Written Communication	0%	25%	75%	100%	0%	39%	61%	100%
Oral Communication	0%	50%	50%	100%	4%	39%	57%	96%
Communication Skills	0%	36%	64%	100%	1%	35%	64%	99%

Performance Area	2022-2023				2023-2024			
	F	M	E	M/E	F	M	E	M/E
Technology A/C	4%	58%	38%	96%	3%	48%	48%	96%
Written Communication	4%	58%	38%	96%	3%	39%	58%	97%
Oral Communication	11%	44%	44%	88%	9%	26%	65%	91%
Communication Skills	6%	53%	40%	94%	5%	38%	57%	95%

Outcome Links

Visual Communication and Expression [Program]
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. (NASAD)

8.2.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Analysis/Recommendation: Improvement is shown in both oral and written communication with written statement in ART 217. Note- Verbal scores only from F19 as Covid-19 shift to online prevented spring assessment.

Action: To address and improve oral communication skills , the online Art 200 course structure will include a recording of the oral presentation as part of portfolio review.

2020-2021:
Expected achievement met: 100% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Analysis/Recommendation: While overall assessment goals met, the individual areas demonstrate inconsistent performance. Written statements showed an increase in achievement. Oral responses fell to 50%, the lowest in five years. Online components provided students with support in practicing oral skills, but it must be noted the Art 200 reviews were the first and only time most students were on campus. Face-to-face interactions with both faculty and classmates must be encouraged as part of oral skill development.

Action: Art 200 will continue to offer online support resources in communication, with priority given face-to-face practice of oral presentation in course structure.

2021-2022:
Expected achievement met: 99% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Analysis/Recommendation/Action: Percentages reflect the challenges of shifting back into face-to-face instruction and recovery of the building. Action: Explore an additional verbal skill practice in ART 200 where students can work in small groups and work with integrating effective and expressive language.

2022-2023:
Expected achievement met: 94% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Analysis/Recommendation/Action: Students were sent individually to the Write to Excellence Center to assist with the Statement of Interest. Action: Beginning in Fall 2023, students will meet as a class at the Write to Excellence Center as a group to facilitate the resources at the center. Additionally, faculty teaching core courses (101, 102, 105 and 217) are encouraged to reinforce writing and verbal skills prior to enrollment in ART 200.

2023-2024:
Expected achievement met: 95% of students achieved a score of 80% or above to meet or exceed expected performance on the Sophomore Review in the three categories related to written and oral communication and technology application/communication.

Overall, two successful semesters. We had two students who needed to reschedule their reviews because of a conference and a personal reason, but we were able to accommodate this. One student was woefully underprepared for the review- this student did not turn in any work for the semester and failed the course. All other students were prepared and most of the portfolios were strong (both semesters)!

9 Assessment and Benchmark Analytical Writing Assignment

Assessment: Critical Thinking Defined.
The process that involves the cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

Visual Arts: Portfolio/artifact evaluation serves to assess CT skills by appraising a student's fundamental ability to synthesize knowledge of concept and design into resolved visual solutions (NASAD)

ART 200 Analytical Writing Assignment - Critical Thinking prompt asks students to analyze and interpret their own work in the context of why the work is successful.
2011 - Pilot of critical thinking assignment in ART 200.
2012 - Revised assignment prompt.
2013 - Revised rubric.
2014 - Benchmark set .

Benchmark: 85% of students are expected to achieve a score of 80% on the ART 200 Analytical Writing assignment.

Outcome Links

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

9.1 Data

8.1.a Art 200 Analytical Writing

Student	2018-2019				2019-2020			
	F	M	E	M/E	F	M	E	M/E
#	1	6	3	9	2	4	4	8
%	10%	60%	30%	90	20%	40%	40%	80%

Student	2020-2021				2021-2022			
	F	M	E	M/E	F	M	E	M/E
#	4	1	5	6	2	3	5	8
%	40%	10%	50%	60%	20%	30%	50%	80%

Student	2022-2023				2023-2024			
	F	M	E	M/E	F	M	E	M/E
#	3	6	1	7	3	3	4	7
%	30%	60%	10%	70%	30%	30%	40%	70%

8.1.b ART 200 5-YR Average scores

	Academic Year Ending					
	2013	2014	2015	2016	2017	2018
Avg. Score	58%	60%	69%	82%	80%	80%

	Academic Year Ending					
	2019	2020	2021	2022	2023	2024
Avg. Score	83%	93%	80%	85%	70%	81%

Outcome Links

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievement is not met, with 80% of students meeting or exceeding a score of 80% or above on the ART 200 analytical writing assignment.

The average score decreased 4% from the previous year. Assessors noted that while students demonstrated an increase in the use of terminology, many students still struggle with the analysis portion of the critical thinking assignment.

Recommended Actions:
Work with faculty to implement or revise critical thinking assignments in the core courses *before* students reach ART 200

2020-2021:
The average score increased 1% from the previous year.

While the average score increased 1%, it should be noted that the percent of students failing to meet expectations increased (compared over the last 4 years.) This is most likely a direct result of this cohort of students which began college in Fall 2019, and subsequently had 3 of their semesters primarily online and disrupted due to the pandemic and hurricanes.

Recommended Actions:
Students taking ART 200 for the next two or three semesters will have been affected by the pandemic and hurricanes. Increased emphasis on critical thinking both in writing and speaking will be implemented in the course to address deficits with this skill.

2021-2022:
5% increase from previous year. Again, this cohort largely consists of students entering in Fall 2020, with several core courses(which ART 200 is a reflection of) conducted online. The percentage of failing students has decreased by 20%.

Action:
Emphasis when writing/speaking about work focuses on what is working/ what needs improvement within the framework the principles of design and art elements. Faculty will explore additional ways of discussing work to increase student engagement.

2022-2023:
15% decrease from previous year. The decrease reflects responses that seemed rushed or haphazard.

Recommendation/Action: Targeted guidance on specific assignment prompt requirements and rubric expectations.

2023-2024:
Benchmark NOT met (short 4%) however, 11% increase from previous year.

Recommendation/Action:
Reinforce discussion of principles of design in 101, 102, 217, 105, and encourage students to use the language associated with the principles of design while writing.

10 Assessment and Benchmark Core Content Knowledge

Assessment: Core courses in BA Art include:
- Art 101 Basic Design I
- Art 102 Basic Design II
- Art 217 Drawing I
- Art 105 Art and the Computer

Each course contains embedded questions and/or quizzes to determine achievement of student learning.

Benchmark: 85% of students are expected to achieve a score of 80% or above on content knowledge.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

217-218 content_ terminology quiz

Art 101, 102 Course Content Assessment Questions

Outcome Links

Visual Sensitivity and Literacy [Program]
Students develop visual sensitivity and demonstrate competency in visual literacy.

10.1 Data

Core Content Knowledge

Course	2018-2019		2019-2020	
	<80%	80%	<80%	80%
Basic Design I 101	7%	93%	0%	100%
Basic Design II 102	5%	95%	0%	100%
Drawing I 217	4%	96%	28%	72%
Computer 105	11%	89%	20%	80%
Average	7%	93%	12%	88%

Course	2020-2021		2021-2022	
	<80%	80%	<80%	80%
Basic Design I 101	1%	99%	0%	100%
Basic Design II 102	5%	95%	0%	100%
Drawing I 217	0%	100%	10%	90%
Computer 105	21%	79%	0%	100%
Average	7%	93%	4%	96%

Course	2022-2023		2023-2024	
	<80%	80%	<80%	80%
Basic Design I 101	2%	98%	12%	88%
Basic Design II 102	5%	95%	9%	91%
Drawing I 217	8%	92%	19%	81%
Computer 105	0%	100%	0%	100%
Average	4%	96%	10%	90%

Outcome Links

Visual Sensitivity and Literacy [Program]
Students develop visual sensitivity and demonstrate competency in visual literacy.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

ART 101
Expected achievement was MET
Notes: All content knowledge areas met benchmark at 80% + The one content area meeting 80% was composition.

Analysis:
Content question on composition was based on the formal definition of design. While concepts including design are reinforced throughout the term, the definition is only included in Quiz one and the final exam. This is a recurring issue in assessment, when term definitions appear early in the term and not again until the exam.

Action:
Quizzes redesigned to include 20% of review material. [LR]

ART 102
Expected achievement was MET

Analysis:
The one content area scoring at 85% concerns the application of additive color, a continuing issue is additive /subtractive color theory.

Action:
The introduction to color theory lecture and the concepts of additive vs subtractive color made an ART 102 course resource on the Moodle page. Assignments require students review this material as new concepts are introduced. [LR]

ART 105
Expected achievement was not met

Analysis:
80% of students met the goal both terms. The students who met the goals did so because they prepared for the final by each project that proceeds it steps up their needs at the end of this course

Action:
Online resources posted on Moodle to support project content throughout term. [RJ]

ART 217
Expected achievement was not met

Analysis:
72% of students met the goal both terms. Perspective is still falling short both in exam responses and in the portfolio.

Action:
Exams will be redesigned to address both understanding and application. New teaching demos will be implemented to present perspective in a new way to assist the understanding and application.[MF]

2020-2021:
ART 101
Benchmark MET with 99% of students to score 80%+ on Content- Knowledge

Analysis:

Previously course content knowledge measured as part of the final exam in which students were required to provide a description of selected art elements and art principles. This period, the course content measure was embedded in a Critical Review Writing Component, specifically, in the objective criticism unit of this assignment. The objective criticism unit of this three part writing component (Critical Review) required written responses to elicit a working knowledge of how the following concepts operate in a selected artwork: the formal aspects of composition, the art elements and the art principles. The unit included a controlled selection of images/artworks, and specific instruction to discuss the formal aspects of composition, three art elements, and three art principles.

Action:
The objective criticism unit provided a coherent measure, designed to capture specific course content learning data and will be adopted as an assessment going forward.

ART 102:
Benchmark MET with 95% of students to score 80%+ on Content- Knowledge

Analysis:
Journal reflections introduced with the online course content appear to help in the retention and application of concepts. Guided reflections will become part of future course delivery regardless of course format. Concept of visible spectrum is the one area where scores did not meet benchmark. Most improved this period was the concept of pigment function. Approximately half of the students missing concept question on visible spectrum also missed color wheel. As these are symbiotic concepts, if confusion exists about one it will impact both.

Action:
The relationship and differences between concepts will be emphasized in the revised lecture and journal one questions.

ART 217
Students MET and exceeded benchmark and improved remarkably from previous semesters.

Analysis:
Fall and spring had online delivery with voiced-over lectures and demo videos (as opposed to in-class lectures and demos—to be seen only once). It is possible, with the addition of videos /demos which were available for multiple views, that the change in delivery of instruction resulted in improved understanding and application. Of course, cheating is a possible side effect of online test-taking. However, the format requires short-answer responses and application of terminology to the content, so cheating is not suspected (or at least not obvious).

Action:
Implement video demos and other online content to supplement face-to-face instruction for next terms.

ART 105
Analysis:
100% of art majors met the benchmark in the fall and only 57% met the benchmark in the spring. Of the seven art majors enrolled in the course for the spring semester, two did not turn in a final portfolio, and one did not fully complete the portfolio. The four students who completed the portfolio did illustrate their understanding of the course content. More independence was allowed this year in their responses by providing very open-ended questions for the students to submit with their final portfolios for the class. However, in reviewing written answers, this approach was too broad. In reviewing final portfolios, it is clear that 100% of the art majors did understand the course content. The proof is in the artwork they've created.

Action:

To more accurately evaluate their understanding of the course content in the future, more specific questions will be related to using the Creative Cloud software, as well as questions related to basic design.

2021-2022:
ART 101
Students scored 100% on embedded questions, and they also scored 100% on the application of the same concepts. Credit should be given to the review process, as an expanded period of time given to explore all concepts (visually and verbally) until no questions remained. (LR)

ART 101
Students demonstrated a working knowledge of the course content by writing about a selected artwork. They identified the formal art aspects, art elements, and art principles used by the artist to create the artwork and discussed the application of these concepts. The students gained this working knowledge throughout the semester as they applied the concepts to tangible projects they produced. Expanding the opportunity for students to elaborate on specific concepts and to apply formal analysis more specifically is a valid consideration. (CB)

ART 102
The one question 20% of students missed concerned subtractive color. A companion question not assessed scored at 90%. Related concept question shave been added to both the exam review and quizzes 5 and 6, in an effort to keep the terminology fresh for the second half of the term. Two questions scored at 20% of students missed – 1) tertiary definition and 2) additive/subtractive color. Companion questions not assessed scored at 100 %. Concept question were added to the exam review. Recommend adding review and discussion about the relationship and differences between additive and subtractive color, as this remains an issue on which clarification is needed.

ART 217
Quizzes were administered online, however several art majors neglected to take the quiz in the five day time period and scores reflect missing questions. Consider moving quizzes back to in-person format, and explore new ways to demonstrate perspective concept.

ART 105
I had seven majors between my two sections of 105 in the fall and one major in my spring section. All students exceeded the benchmark. While these students were in fact all above average in their performance, in the future, I will make the embedded questions a bit more rigorous. Furthermore, I will incorporate a bit more writing throughout the semester to give students the opportunity to grow their writing skills. (RJ)

2022-2023:
ART 101
Analysis:
100% of students received an 80% or higher. The benchmark was met. Students demonstrated a working knowledge of the course content by writing about a selected artwork. They identified the formal art aspects, art elements, and art principles used by the artist to create the artwork and discussed the application of these concepts. The students gained this working knowledge throughout the semester as they applied these concepts to the tangible projects they produced.(CB)

100% of students received an 80% or higher. The benchmark was met. By increasing the word count, the exploration of concepts was more extensive. Students were able to communicate the working application of the art elements and art principles within the selected artwork. They were also able to provide support convincingly in their discussion of the formal aspects, art elements and art principles. (CB)

93% of students received an 80% or higher. The benchmark was met. The students analyzed works of art from the Works on Paper exhibition using research methods and the lectures from class.(LP)

Action:
Although all students met the criteria of the assignment and discussed the required concepts, the overall quality of responses was elevated in those that expanded their word count. Expanding the opportunity for students to elaborate on specific concepts and to apply formal analysis more specifically is a valid consideration. In a couple of cases, the students described the concepts without specifically naming the concept. Altering the instructions to state specific naming of concepts may lead to more direct identification.(CB)

Further consideration will be given to modifications within the assignment to address the repetitiveness of content in student responses.

The benchmark was met but I will be adjusting this assignment in the fall to scaffold the writing process more and to avoid misuse of AI generated academic writing.(LP)

ART 102
Analysis:
90% of students received an 80% or higher on embedded questions from the final exam. The benchmark was met. Course content is assessed in quizzes throughout the semester, and in a cumulative final exam (where the data for this assessment is taken). Since course content is consistently reinforced, students are performing well on the exam. (Fall 2022/MF)

Action:
Review course content and assessment methods to evaluate possible new directions for the course.(Fall 2022/MF)

Analysis:
100% of students received 80% or higher on embedded questions from the final exam. The benchmark was met. The exam is cumulative, building on quizzes given throughout the semester. This format reinforces knowledge of course content. A review was given at the end of the semester and students did very well on the exam.(Spring 2023/RJ)

Action:
I will continue to include quizzes leading up to the final exam. Next semester, however, I am going to use magenta and cyan instead of red and blue. This will affect some quiz/exam questions. (Spring 2023/RJ)

ART 217
Analysis:
Benchmark was met. Course content is reviewed during demonstrations and use of terms are used during class discussions and critiques. Consistent repetition and use in the exercises we perform during class tends to lead in high performance. Students are much more engaged in conversations and terms use in a post-online environment.

Action:
An expansion of course terms will be reviewed along with workshopping new avenues to test and assess students on this content.

2023-2024:
Benchmark was met for ART 101, 102, and 105. Benchmark was NOT met Art 217 (see specific course actions below).

Action for ALL courses: Review/Revise content embedded questions

ART 101
Analysis:

100% of students achieved 80% or higher on course content. The benchmark was met. Students demonstrated a working knowledge of the course content by writing about a selected artwork. They identified the formal aspects of composition, art elements, and art principles used by the artist to create the artwork and briefly discussed the application of these concepts within the artwork. The students acquired their working knowledge throughout the semester as they applied these concepts to the tangible projects they produced.

Action:
While the current written component is a good measure of course content, changing to embedded questions within an exam format will provide a more direct measure of course content.

ART 101
Analysis:
40% of students (specifically art majors) received 80% or higher on embedded questions pertaining to art content. (MF)

Action:
Students struggled remembering the list of Principles of Design and Art Elements — two of the embedded questions for the art content. To understand the scores in a larger context, art majors averaged 88% on the entire final exam. To improve the score, the elements and principles could be repeatedly quizzed throughout the semester, or faculty could review the embedded questions used for evaluation.

Analysis:
100% of students achieved 80% or higher on embedded questions pertaining to art content. (CB)

Action:
Testing method may require further consideration and adjustment.(CB)

ART 102
Analysis:
100% of students achieved an 80% or higher on the embedded questions.(RJ)

Action:
Information was regularly reviewed throughout the semester both in written form and in practice with each of the projects. This is a successful method of instruction. Some questions on the final exam could be re-evaluated.(RJ)

ART 217
Analysis:
90% of students achieved 80% or higher on course content. Students were successful this semester because the assessment was a reassessment of course content. Benchmark met.

Action:
While course content results are promising, the concept of perspective continues to be an area of concern. Additional support and material must be administered throughout the course to reinforce this concept.

Analysis:
71% of students achieved 80% or higher on course content. Benchmark NOT met.

Action:
Students struggled with content pertaining to value and contrast. Course content will be revised for Fall 2024.

ART 105
Analysis:

These "cap stone" final projects exceed the instructor's expectations....the works of art show evidence of overall understanding of both content and utilization of digital manipulation of Photoshop.

Action:
The embedded technical questions will be increased to ten questions instead of four...which will increase the course expectations of this category.

11 Assessment and Benchmark Senior Portfolio Review

Assessment: Faculty review team evaluates each degree candidate's written statement and senior portfolio.

Benchmark 1: 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. [10.1 CD, AS]

Benchmark 2: 85% of degree candidates are expected to achieve a score of 80% or above on the senior portfolio evaluation in the categories related to technological application/communication, written communication, and oral communication. [10.2 AS, VS 10.3 C/T]

Benchmark 3: 85% of degree candidates are expected to achieve a score of 80% or above on the total score of the Senior Portfolio Review.

Outcome Links

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

Visual Communication and Expression [Program]
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. (NASAD)

11.1 Data

	2019-2020								
	Total Students	F		M		E		M/E	
		%	#	%	#	%	#	%	#
Concept	20			35%	7	65%	13	100%	20
Statement	20			50%	10	50%	10	100%	20

	2020-2021								
	Total Students	F		M		E		M/E	
		%	#	%	#	%	#	%	#
Concept	21	5%	1	28%	7	67%	14	95%	21
Statement	21	5%	1	38%	8	57%	12	95%	21

	2021-2022								
	Total Students	F		M		E		M/E	
		%	#	%	#	%	#	%	#
Concept	16			19%	3	81%	13	100%	16
Statement	16			19%	3	81%	13	100%	16

	2022-2023								
	Total Students	F		M		E		M/E	
		%	#	%	#	%	#	%	#
Concept	9			22%	2	78%	7	100%	9
Statement	9			22%	2	78%	7	100%	9

	2023-2024								
	Total Students	F		M		E		M/E	
		%	#	%	#	%	#	%	#
Concept	22	5%	1	45%	10	50%	11	95%	21
Statement	22			68%	15	32%	7	100%	22

Five-year comparison - M/E Art 400 Critical Thinking

	Academic Year Ending					
	2016	2017	2018	2019	2020	Average
Concept	100%	100%	95%	100%	100%	99%
Statement	100%	100%	100%	100%	100%	100%
Critical Thinking	100%	100%	98%	100%	100%	99.5%

	Academic Year Ending					
	2021	2022	2023	2024	2025	Average
Concept	95%	100%	100%	95%		
Statement	95%	100%	100%	100%		
Critical Thinking	95%	100%	100%	98%		

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation,
experience, reflection, and reasoning.

11.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievement is met. 100% of degree candidates met or exceeded goals in the area of critical thinking.

Analysis/Action:
Statement scores decreased from the previous year. In Spring 2020, the statements were lower than Fall 2019. This drop is attributed to COVID-19 and online learning. Students did not revise drafts as rigorously as they had in previous semesters. ART 400 online course structure revised to increase support.

2020-2021:
Expected achievement is met. 95% of degree candidates met or exceeded goals in the area of critical thinking. [C/D, AS]

Analysis/Action:
Benchmark was met, and performance increased in 2020-2021 from prior year in students scoring at the highest level. The 5% failing to meet expectations represents 1 of 21 students between the combined terms. It is significant to note these seniors spent the last three terms (likely 1/2 of their concentration working at an advanced level) largely online and without studio access. The contrast between the 200 and 400 level reviews in the same assessments is significant, and this speaks to the importance of the face-to-face at the freshman /sophomore level. Review committee recommends continued development of online supports for the written and oral skills.

2021-2022:
Expected achievement is met. 100% of degree candidates met or exceeded goals in the area of critical thinking.

Analysis/Action:
While the benchmark is met, the students who did not meet exceed struggle more with the connecting to the overall concept of their work.

Faculty overseeing concentrations are encouraged to establish assignments or activities to foster connectivity to the overall concept of work.

2022-2023:
Analysis:
Expected achievement is met. 100% of degree candidates met or exceeded goals in the area of critical thinking.

Action:
Encourage continued success by showing students to examples of real-world artists talking about their work.

2023-2024:
Analysis:
Expected achievement is met. 98% of degree candidates met or exceeded goals in the area of critical thinking.

Action:
Emphasize research development in individual concentrations by implementing formative and summative research assignments throughout intermediate and advanced levels with the intention of creating a scaffold effect leading to a stronger foundation underlying the concept of the Senior Exhibit body of work.

11.2 Data

Visual Communication/Expression ART 400 Senior Portfolio-TC/AS/VS

	2018-2019				2019-2020			
	F	M	E	M/E	F	M	E	M/E
Technology	0%	29%	71%	100%	0%	25%	75%	100%
Written Communication	0%	46%	54%	100%	0%	50%	50%	100%
Oral Communication	0%	29%	71%	100%	0%	45%	55%	100%
Communication Skills	0%	35%	65%	100%	0%	40%	60%	100%

	2020-2021				2021-2022			
	F	M	E	M/E	F	M	E	M/E
Technology	—	29%	71%	100%	—	19%	81%	100%
Written Communication	5%	38%	57%	95%	—	19%	81%	100%
Oral Communication	—	19%	81%	100%	—	19%	81%	100%
Communication Skills	1%	29%	70%	98%	6%	13%	81%	94%

	2022-2023				2023-2024			
	F	M	E	M/E	F	M	E	M/E
Technology	—	22%	78%	100%	—	23%	77%	100%
Written Communication	—	22%	78%	100%	—	68%	32%	100%
Oral Communication	—	11%	89%	100%	—	50%	50%	100%
Communication Skills	—	18%	82%	100%	—	47%	53%	100%

Outcome Links

Visual Communication and Expression [Program]
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. (NASAD)

11.2.1 Analysis of Data and Plan for Continuous Improvement

Benchmark 2: 85% of degree candidates are expected to achieve a score of 80% or above on the senior portfolio evaluation in the categories related to technological application /communication, written communication, and oral communication.

2019-2020:
Expected achievements were met in all categories with 100% meeting or exceeding a score of 80% or above in categories related to technological applications/communications, written communication, and oral communication.

Analysis:

Statements and verbal scores decreased from the previous year. In Spring 2020, the statements were lower than Fall 2019. This drop is attributed to COVID-19, as students did not revise drafts as rigorously as they had in previous semesters. The drop in verbal scores is less clear.

Action:
Since presentation skills are also assessed through the University's QEP, the action will be the same: to incorporate verbal skill activities and assignments in each class meeting before the assessment, and to encourage clear understanding of what each student's exhibition intention is at the beginning (or even prior) to the ART 400 semester. Working with concentration faculty on this will facilitate the process

2020-2021:
Expected achievements were met in all categories with 98% meeting or exceeding a score of 80% or above in categories related to technological applications/communications, written communication, and oral communication.

Analysis:
A slight decrease in technical skills directly attributed to loss of lab use and face to face instruction, as well as displacement. Achieving the level of technical skills in those areas most severely impacted by studio losses due to hurricanes, especially printmaking, is laudable. *No working press was available to students until the last week of instruction when 1 press was returned from machinist repair.*

Verbal skills notably increased. The ART 400 class emphasized verbal skills through practice with online forums (Big Blue Button), verbal videos, and required (and well attended) online class meeting sessions to practice verbal skills in small and large groups weekly.

Action:
Online verbal skill activities initiated will be adopted as part of course format. Priority will be given to the acquisition of portable printmaking presses to support both independent study by majors and seamless adaption, as online course movement necessitates.

2021-2022:
Expected achievements were met in all categories with 98% meeting or exceeding a score of 80% or above in categories related to technological applications/communications, written communication, and oral communication.

Analysis:
This was an exceptional group of students who were ready and eager to be fully engaged in their work after the disruptions of 2020-2021, this engagement is reflected in the increase, especially in the EXCEED category which increased 11% points from previous year.

Action:
Add additional small-group critiques for senior-level students within concentration classes.

2022-2023:
Analysis:
100% of students met or exceeded in categories related to technological applications /communications, written communication, and oral communication.

Action:
To continue success, increase communication with faculty mentors about exhibition expectations--not just the work but also the follow through on installation.

2023-2024:
Analysis:

Benchmark was met. 100% of students met or exceeded in categories related to technological applications/communications, written communication, and oral communication. Students were required to meet with a secondary faculty member (someone other than their primary mentor) at some point before the Verbal Review which diminished surprises in feedback after the review.

Action:
Require students to discuss research process in Verbal Review.

11.3 Data

Senior Review/CAP:

	2018-2019				2019-2020			
	F	M	E	M/E	F	M	E	M/E
Application Craft/ Technology	0%	29%	71%	100%	0%	25%	75%	100%
Design Development	0%	33%	67%	100%	0%	35%	65%	100%
Concept Development	0%	33%	67%	100%	0%	35%	65%	100%
Written Communication	0%	48%	54%	100%	0%	50%	50%	100%
Verbal Communication	0%	29%	71%	100%	0%	45%	55%	100%
Average	0%	34%	76%	100%	0%	38%	62%	100%

	2020-2021				2021-2022			
	F	M	E	M/E	F	M	E	M/E
Application Craft/ Technology	0%	29%	71%	100%	—	19%	81%	100%
Design Development	5%	43%	52%	95%	—	31%	69%	100%
Concept Development	5%	28%	67%	95%	—	19%	81%	100%
Written Communication	5%	38%	57%	95%	—	19%	81%	100%
Verbal Communication	0%	19%	81%	100%	6%	13%	81%	94%
Average	3%	31%	66%	97%	1%	20%	79%	99%

	2022-2023				2023-2024			
	F	M	E	M/E	F	M	E	M/E
Application Craft/ Technology	—	22%	78%	100%	—	23%	77%	100%
Design Development	—	22%	78%	100%	5%	18%	77%	95%
Concept Development	—	11%	89%	100%	5%	45%	50%	95%
Written Communication	—	22%	78%	100%	—	68%	32%	100%
Verbal Communication	—	11%	89%	100%	—	50%	50%	100%
Average	—	18%	82%	100%	5%	41%	57%	98%

Outcome Links

Visual Communication and Expression [Program]
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. (NASAD)

11.3.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievement is met. 100% of students met or exceed an expected level of achievement of >80% total score on the Senior Portfolio Review.

Analysis:
Statements and verbal scores decreased from the previous year. Recommendation is to to incorporate verbal skill activities and assignments in each class meeting before the assessment, and to encourage clear understanding of what each student's exhibition intention is at the beginning (or even prior) to the ART 400 semester.

Action:
Introduce "studio visits" in the second week of the semester. The ART 400 instructor will visit each student's studio space and view the progress of the portfolio. The student will be asked a series of questions to not only give students a chance to practice verbal skills but also guide the student toward an understanding of their body of work.

Require double-concentration students to choose one concentration/advisor for the exhibition. Emphasize the requirements for exhibiting a body of work within the context of a group show (no solo shows in a group setting).

2020-2021:
Expected achievement is met. 97% of students met or exceeded an expected level of achievement of >80% total score on the Senior Portfolio Review.

Analysis:
Verbal scores increased significantly from the previous year, with verbal skill activities incorporated in BBN and other formats in all class meetings. Pre-exhibit studio visits moved to an online format, allowing faculty to give input to the developing portfolio. Most students exhibited significant growth within the term, with some contending with lack of studio equipment due to storm losses. Installation planning appears to be showing positive results, with increasing diversity of formats especially in the graphic design area.

Action:
A readiness checklist will be added to the studio visits, allowing faculty feedback and specific recommendations/guidance for both work and presentation development.

2021-2022:
Expected achievement is met. 100% of students met or exceed an expected level of achievement of >80% total score on the Senior Portfolio Review.

Analysis:
This was an exceptional group of students who were ready and eager to be fully engaged in their work after the disruptions of 2020-2021, this engagement is reflected in the increases, especially in the EXCEED category.

Action:
Suggest to concentration faculty to increase one-on-one meeting frequency to emphasize critical thinking and meeting deadlines.

2022-2023:
Analysis:
Expected achievement is met. 100% of students met or exceed an expected level of achievement on the Senior Portfolio Review.

Action:

While results of the Senior Exhibition Review continue to be successful, it's recommended faculty mentors begin working with exhibiting seniors in the semester or breaks prior to their exhibition semester. Earlier intervention may streamline the process of producing exhibit-ready work.

2023-2024:
Analysis:
Expected achievement is met. 98% of students met or exceed an expected level of achievement on the Senior Portfolio Review.

Action:
Encourage students to begin work on a series/body of work the semester prior to their Senior Show Semester.

12 Assessment and Benchmark 300/400 Level Studio

Assessment:
Goal 1 - (a) Grasp of assignment/project/individual approach/interpretation to the work; and, (b) Addresses approach to media/applications and use of terminology.
Goal 2 - Thoughtful evaluation of work through multiple criteria including structure, meaning, and context/supports assertions.
Goal 3 - Examines work within a larger context.

Benchmark 1: 85% of students are expected to meet (14-15) or exceed (16+) expectations measuring ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media. (KNOWLEDGE Goal 1)

Benchmark 2: 85% of students expected to achieve scores to meet (14-15) or exceed (16+) expectations measuring ability to engage in higher order thinking skills through analysis, synthesis, and/or evaluation of work created (EVALUATION Goal 2) and examine work within some larger context (CONTEXT Goal 3). Students should be able to demonstrate ability to think critically and contextualize their work within their concept/media through writing. Students should ultimately be able to make a connection between making, discussing, and writing about their work.

Outcome Links

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

Visual Communication and Expression [Program]
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. (NASAD)

12.1 Data

Critical Thinking 300/400

	2018-2019			2019-2020		
	F	M	E	F	M	E
Composite Score	12%	24%	64%	11%	21%	68%
Goal 1	17%	83%		12%	88%	
Goal 2	11%	89%		18%	82%	
Goal 3	14%	86%		14%	86%	
300/400 Writing Assessment	12%	88%		3%	97%	

	2020-2021			2021-2022		
	F	M	E	F	M	E
Composite Score	10%	51%	39%	24%	43%	33%
Goal 1	15%	85%		12%	88%	
Goal 2	22%	78%		12%	88%	
Goal 3	26%	74%		34%	76%	
300/400 Writing Assessment	21%	79%		5%	95%	

	2022-2023			2023-2024		
	F	M	E	F	M	E
Composite Score	10%	21%	69%	6%	42%	51%
Goal 1	16%	84%		13%	89%	
Goal 2	16%	84%		18%	86%	
Goal 3	12%	88%		16%	91%	
300/400 Writing Assessment	14%	86%		17%	86%	

Outcome Links

Critical Thinking [Program]
Students demonstrate cognitive ability to identify, analyze, and synthesize knowledge through observation, experience, reflection, and reasoning.

12.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievements MET with combined 88 % of students meeting or exceeded Goal 1 KNOWLEDGE [Ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media].

Goal 1 Knowledge: MET (+3)

Analysis/Action:
GDES Not met with 70% score on Goal 1. Students did not fail to use appropriate terminology, rather responses were not sufficiently developed. Responses likely tied to COVID19 interruption.

Assignment revised and online support addressed.

2020-2021:
Goal 1 Knowledge: MET (85%)

Analysis/Action:
The one critical thinking goal met is KNOWLEDGE, the lowest level of Bloom's taxonomy. Assessments reflect an understanding of the assignment and key course terminology used in writing. Restoration of formative assessments into courses in which these were reduced due to online formats will be implemented; revisions to writing prompt to be made.

2021-2022:
Goal 1 Knowledge: MET (85%)

Analysis/Action:
While Goal 1 continues to be met, the faculty agree that the assignment prompts require revision. Students are not sufficiently connecting their work to a broader context which is reflected in Goal 3. The introduction of formative assignments prior to the summative writing assignment will be introduced.

2022-2023:
Goal 1 Knowledge: NOT MET (84% -1)

Analysis/Action:
While the results fell short only 1% of the benchmark, faculty will meet to review prompts and the rubric to address shortfalls and need for improvements/amendments.

2023-2024:
Goal 1 Knowledge: MET (87%)

Analysis/Action:
Prompts and CT rubric was revised Fall 2023. Connecting with actions for ART 400, implement additional research requirements within the 300/400 critical thinking assignments.

12.2 Data

11.2 Benchmark: 85% of students are expected to meet (14-15) or exceed (16+) expectations measuring ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media.

Goal 1 - Ability to communicate their understanding of the project assignment and their individual approach in terms of concept and media.

Academic Year	% of students met or exceeded expected level of achievement
2013-2014	42%
2014-2015	96%
2015-2016	92%
2016-2017	87%
2017-2018	88%
2018-2019	83%
2019-2020	88%
2020-2021	85%
2021-2022	88%
2022-2023	84%
2023-2024	87%

Outcome Links

Visual Communication and Expression [Program]
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. (NASAD)

12.2.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Overall goal met with 97% meeting/exceeding expectations. Goal 1 and 3 were met. Goal 2 fell short of 85% with 83% meeting/exceeding.

Expected achievements MET/ Not met
Goal 1 Knowledge: MET (+3)
Goal 2 Evaluation: not met (-3)
Goal 3 Context: MET (+1)

Analysis/Actions:
Graphic Design
Due to Covid19 and distance learning, the responses were not fully realized. Students in ART 326/ 327 used appropriate terminology. It's a matter of gaining an understanding of the intention of the product they are creating and making good visual decisions. I observe disconnects in both directions: Sometimes there is strong writing, but the final product doesn't convey their understanding, whereas other times the project is very well done, but the writing is disconnected. There is a direct correlation, though, that writing a strong creative brief greatly assists in a successful project visually.

Assignment revisions are ongoing, including having students post all documentation for projects to Moodle.

Ceramics
Most likely due to the online format, there was poor participation with assessment, the class was small to begin with, and only seven students competed the assignment

Assignment revisions are necessitated due to online class format.

Printmaking
Assignment asks them to address issues about the work selected for critical thinking writing (the what, how and why). The "why" is usually the category that falls short. Instructor needs to show examples of writing and how to embellish the process description and less time emphasizing the technical focus.

The class needs to create a critical thinking assignment instead of selecting a work of their choice. This assignment will be part of their performance evaluation. Emphasis will be on the connection between the writing and the work and will have more relevance for the instructor and the students.

Revised assignment will be implemented in future critical thinking assignments the "CT Prompt Document".

2020-2021:
Overall goal (85%+) not met with a combined [79%] meeting/exceeding expectations.

Expected achievements;
Goal 1 Knowledge: MET (85%)
Goal 2 Evaluation: not met (-5)
Goal 3 Context: not met (-9)

Analysis/Action:
The one critical thinking goal met is KNOWLEDGE, the lowest level of Bloom's taxonomy. EVALUATION (application) was met in two disciples but fell below in others. CONTEXT (synthesis) fell farther below, also with two disciples meeting the goal. An assumption might be the areas exceeding would be tied to campus access, but one area returned to the studio and the other kept wholly online.

Drawing
Goal not met with 77% of student meeting /exceeding expectations. Several students missed the goal of the assignment and omitted examples. Reviewing the assignment prompt more thoroughly and guiding students through the process of how to cite examples in the writing process is suggested. [MF ART 337-338,437-438]

Ceramics
Goal not met with 80% of student meeting /exceeding expectations. The assignment was not the issue. Student scores expected to significantly improve once we are back to face-to-face classes. Point value for the assessment portion of the assignment will be increased in an effort to help motivate the students for an appropriate investment of time. [KB. ART 345-346,445-46]

Graphic Design
Goal MET with 100% of student meeting /exceeding expectations. Overall, students have a good understanding of their projects. However, a couple of revisions should be implemented from a Graphic Design point of view:
Have students look at their work from a global point of view. How does it work? Is there a history?
Questions and prompts of the GD students will be revised and made applicable to the discipline
Students in 300+ classes do well because they complete Creative Briefs for projects. This gives them a good basis for answering these questions. [TG 326-327,426-427]

Painting
Goal MET with 100% of student meeting /exceeding expectations.[HK ART 311-312, 411-412]

Photography
Goal MET with 100% of student meeting /exceeding expectations.[RJ ART 328-329,428-429]

Over the course of this bizarre year, written assignments were not as frequent for upper-level students. For this year, the 300-400 photography assessment is supplemented with verbal critique responses. 70% of the students in ART 328, 329, 428, and 429 scored 3 or higher on all three goals. Written assignments next year (to include (but not limited to) artist statements, written responses to articles/essays, and written responses to each other's work.

2021-2022:
Overall goal (85%+) not met with a combined [75%] meeting/exceeding expectations.

Expected achievements;
Goal 1 Knowledge: MET (88%)
Goal 2 Evaluation: MET (88%)
Goal 3 Context: not met (76%)

ART 311, 312, 411
Analysis/Action:
Goal MET with 100% of student meeting /exceeding expectations.

Part of the success this semester is attributed to having students do two writing assignments which were both assessed. In the first writing assignment none of the students met the benchmark and feedback was provided for improvement. Therefore students preformed remarkedly better in the second writing assignment. In the future, students will complete formative assignments involving research into the history of art/painting to facilitate a broader context from which to interpret their own work.

ART 345, 346, 445, 446
Analysis/Action:
Goal MET with 100% of student meeting /exceeding expectations.

Student feedback on the project was very positive. They enjoyed researching their chosen artwork and learning about art that has a very clear social message. This project was so successful I plan on incorporating a 3-dimensional companion project to accompany the written component in the fall.

Art 326, 327,426,427
Analysis/Action:
Goal NOT MET with only 33% of student meeting /exceeding expectations.

In general, the students have an overview and general understanding of the project(s) assigned. They exhibited a surface-level comprehension. The area for improvement is how they communicate and articulate their solutions for the project(s). Students need to exhibit detail-level writing knowledge in their breaking down specific decisions they make. This can come in the form of using proper vocabulary while also making sure they have a reasoned, research-oriented approach to decisions they are making in relation to the objective.

ART 328, 329, 428, 429
Analysis/Action:
Goal MET with 100% of student meeting /exceeding expectations.

Students were asked to verbally discuss their own work and write about another student's work. This did provide interesting insight, but in the future, I will have the students write about their own work as well as their peers' work. Furthermore, more writing assignments will be incorporated throughout the semester to give the students the opportunity to practice their writing and critical thinking. I intend to revise my rubric-scored assignment and next semester (and beyond), I will strive to include more examples of contemporary artists because I can see that the students' abilities to discuss their work in a greater context is lacking.

ART 317, 318, 417
Analysis/Action:
Goal NOT MET with 60% of student meeting /exceeding expectations.

I would attribute the high scores of this course to the small class size and the ability to discuss topics more in a small groups and individually at a greater ease. As enrollment increases, discussions with smaller groups of the class will be conducted. If this poses quality results, it will be implemented into other courses in the future.

ART 322, 323, 324
Analysis/Action:
Goal NOT MET with 59% of student meeting /exceeding expectations.

Many students scored the minimum three points per goal. I attribute a portion of this downtrend to students adjusting to be back in the classroom, many students expressed a somewhat difficult time getting into a normal academic headspace. The somewhat hybrid format of the class also must have played a part. The class was split due to covid concerns in a large, lab centered class. The class had to move at a faster pace as in-person instruction was cut due to the split of the class. More in-person instruction and discussion should naturally increase the scores in the future. Next academic year will be fully back to normal instruction and I look forward to viewing the results and making necessary changes afterward when needed.

2022-2023:
ART 311, 312, 411
Analysis:
100% of students received a 70% or higher on the assignment with 55% of students receiving a 90% or higher.

Action:
The prompt was revised from last year which clarified expectations. However, improvements still need to be made regarding connecting student work to the larger context of the art world. Integration of contemporary artists and artists from the history of art during critiques will be implemented to not only discuss painting assignments in terms of form and content but also in making connections with art world.

ART 317, 318, 417
Analysis:
Students are becoming more and more comfortable being critical once again, similar to pre-covid assessment. It is my belief students are engaging more with the writing assignments due to the fact we are able to discuss their findings, ideas, and judgements during class while we work. Planned discussions are made of course; however, more natural discussions are crawling their way back to the class in a post-online environment. This semester I also focused the critical thinking writing assignments on a series of writings based around a show they want to create. Giving students freedom while placing them in a real-world situation and problem really sparked an interest with them.

Action:
Continued encouragement to discuss these articles and questions amongst the students will be a focus along with small group discussions and interactions.

ART 322, 323, 324
Analysis:

Students seemed to rush this assignment, writing was not proofread thoroughly; however, the content was as critical and engaging as requested. I do feel the students of this class did not bring the conversations deeper as in semesters past and to the more extensive understanding as what is needed long term. It is my observation that this course was heavily process based this semester and general art theory and criticism was not voiced as often as usual and that reflected in the scores.

Action:
Students will engage in class discussions about art theories and criticisms using art-based articles and problems that student will read and discuss in person as a group before they write their findings based off of a prompt. This has worked in the past. I believe a more efficient outcome will be had from executing this once before midterm and have another post midterm.

ART 326, 327,426,427
Analysis:
After assessing, the numbers feel skewed to me. I feel the students had a grasp of the project, and most received lower scores simply because they didn't provide enough detail. This can be from a variety of reasons. In general, I don't feel there was a lack of understanding of the project(s). However, what can be improved is their detailing of how they approached a project and their visual theme and direction.

This was the first semester where the questions/prompts were changed for the students. I did this to better reflect the nature of Graphic Design projects and they mimicked the Creative Brief, which student completed for each project. The answers they gave for this were very similar, if not the same as their brief.

Because of the nature of Graphic Design project, Goal 3 was N/A. The outcome of Goal 3 needs to be updated to better reflect the outcomes and objectives for Design projects.

Action:
In the assessment questions, ask more specific questions regarding the students' visual direction, theme, and how it was discovered and incorporated.

I've found most students have a grasp and understanding of the project(s), however their detailing through writing was incomplete and did not express all of the background and discovery.

I believe the creative brief, assigned for each project, helps students think about their approach in a different way by having to put it into words. I will continue to do incorporate the creative brief for each project.

ART 328, 329, 428, 429
Analysis:
Overall, students did a good job on this assignment, but I would like to see improvement in Goal Two. In general, I think more practice in writing is needed. Throughout the semester, students were required to keep an "Artist Reseach Journal" where they kept notes on all artists discussed in class (a prescribed list). Researching some 40 artists over the course of the semester allowed students to see a wide variety of visual approaches and to read different kinds of writing about art, from artist statements to reviews. The more they are exposed to good writing, the better their own writing becomes, and this was evident this semester. However, some students did not take the journal seriously and this was also evident when it came to this assignment.

Action:

I will continue to include the Artist Research Journal project, introducing new artists every week. I will expand this project to include a reflection on any writing they come across in their research and will do more check-ins on their journals (I only checked these at midterm and finals this semester). Furthermore, based on my positive experiences in other classes, I will require students to turn in a rough draft before submitting a final draft, so that I can give feedback in a timely fashion that they can reference as they complete the final draft. Finally, I will adjust my approach to critiques to include more student participation, allowing the students more practice in discussing their own work and the work of their peers.

ART 345, 346, 445, 446
Analysis:
Students had a good grasp of the assignment; they have an understanding of the terminology appropriate vocabulary but there is room for improvement.

Action:
Classroom discussions pertaining to ceramic appropriate terminology, and the how important the artist point of view about their work is. Students will be required to write a brief artist statement for each formal critique, detailing their intentions/concept about their work. This will help to spur conversations about concept and artis + intent.

2023-2024:
Overall goal (85%+) MET with a combined [93%] meeting/exceeding expectations.

Expected achievements;
Goal 1 Knowledge: MET (89%)
Goal 2 Evaluation: MET (86%)
Goal 3 Context: not met (91%)

ART 311, 312, 411
Analysis:
Benchmark MET 89% of students received a 70% or higher with 33% receiving a 90% or higher.

Action:
The prompt and rubric were both revised during the 2023-2024 academic year, and students as a whole demonstrated increased ability in making connections within a larger context. This skill will be emphasized in future formative assignments.

ART 317, 318, 417
Analysis:
Benchmark MET 100% of students received a 70% while 67% received a 90% or higher. Goal 2 obtained a lower score while Goals 1 & 3 maintained a 80% or higher

Action:
The prompt was changed this semester to reflect and indulge their thoughts on their own work. Next semester I will change the prompt for the assignment to focus their attention on the broader artworld allowing them to create a piece using historical reference and research. All other goals were met and addressed properly.

ART 322, 323, 324
Analysis:
Benchmark MET 100% of students received a 70% while 20% received a 90% or higher. All goals received an 80% or higher.

Action:
The prompt was changed to reflect the new agreed upon goals. I believe the small class size allowed the class to participate in more frequent open discourse speaking broader world topics. This reflected well in the writing assignments and critiques. The students maintained a strong sense of historical and contemporary context while making their projects as well.

ART 326, 327, 426, 427
Benchmark NOT met. The students' writing seems inconsistent. While some articulate thoughts in a cohesive manner including understanding of project, creative direction and target audience, others are vague and unfocused. There is a correlation to the students who wrote detailed and nuanced answers and overall visual success of the project. G3 was not applicable for Graphic Design. It was eliminated from the analysis.

Action:
Students will need to undergo more structure during critiques. This includes clear, relevant, documented research, historical inspiration of artists, visual moodboards for creative direction. These items will be included in multiple critiques during the course of the project.

ART 328, 329, 428, 429
Analysis:
Benchmark MET I used the example Critical Thinking Prompt for ART 300/400 this semester, and it really helped the students understand what to write about. In previous semesters, I required an artist statement, but having clear questions for them to answer in their writing made the writing more cohesive.

Action:
I recommend continuing to use the prompt. I also recommend giving them the prompt alongside the final project, so that they can build up their photographic body of work and their writing concurrently. Perhaps a scaffolded approach would be good.

ART 345, 346, 445, 446
Analysis:
All students meet the benchmark.

Action:
I am rewriting one of the questions in part two of the prompt. What's the difference between craft and fine art? This question is more appropriate to my discipline and can further the idea of art and concept.

13 Assessment and Benchmark Art History Course Exit Exams

Assessment: 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.

Benchmark: 85% of art majors are expected to achieve a score of 85% or above on art content questions embedded in the course exit surveys.

Outcome Links

Art History and Contemporary Art [Program]
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. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

13.1 Data

Art History Content:

Course	2018-2019			2019-2020		
	# Enrolled	% M/E	Benchmark met?	# Enrolled	% M/E	Benchmark met?
ART 261	157	88%	Yes	173	87%	Yes
ART 262	156	98%	Yes	174	93%	Yes
ART 363	171	87%	Yes	147	90%	Yes
ART 367	100	97%	Yes	77	93%	Yes
ART 461	52	90%	Yes	64	100%	Yes
Average	107	92%	Yes	127	93%	Yes

Course	2020-2021			2021-2022		
	# Enrolled	% M/E	Benchmark met?	# Enrolled	% M/E	Benchmark met?
ART 261	156	94%	Yes	118	91%	Yes
ART 262	154	97%	Yes	123	95%	Yes
ART 363	78	93%	Yes	77	91%	Yes
ART 367	80	92%	Yes	80	93%	Yes
ART 461	59	100%	Yes	73	95%	Yes
Average	106	95%	Yes	94	93%	Yes

Course	2022-2023			2023-2024		
	# Enrolled	% M/E	Benchmark met?	# Enrolled	% M/E	Benchmark met?
ART 261	139	96%	Yes	155	97%	Yes
ART 262	174	93%	Yes	148	95%	Yes
ART 363	80	93%	Yes	116	95%	Yes
ART 367	79	96%	Yes	118	96%	Yes
ART 461	77	97%	Yes	77	98%	Yes
Average	102	95%	Yes	123	97%	Yes

Outcome Links

Art History and Contemporary Art [Program]
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. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

13.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Composite expected achievement is MET.
93% of students met or exceeded score of 85% on embedded exam questions.

Analysis:
Benchmark met in all courses, with scores in "exceeding" range of 90+ in 90% of all art history courses.

Action:

Review course content in course offerings with art education faculty to assure alignment with Praxis and increased focus on non-western content.

2020-2021:
Composite expected achievement is MET.
96% of students met or exceeded score of 85% on embedded exam questions.

Analysis:
Benchmark met in all courses, with scores in "exceeding" range of 90+ in 90% of all art history courses,

ART 261
Action:
Course revised to include short, informative, fun videos (from Khan Academy, for example) and virtual tours (inside Roman catacombs, for example) to bolster their understanding of concepts and aid in recognition of art and architecture.[BM]

ART 262
Action:
Course redesigned for the Fall 2020 semester, using the iDesign course design and development process. Test prep was enhanced.[BM]

ART 363
Action:
Revised study guide and essay questions given over the semester allow them to successfully discern answers. Students are required to compete half of the course by midterm, which supports learning and successful course completion. [BM]

ART 367
Analysis/Action:
Decline seen from Spring 2020 to Fall 2020; Through a series of essays, this course requires attention to detail. The two hurricanes pushed students to the limit and I believe they were simply less able to focus; student scores rebounded during Spring 2021. [BM]

ART 461
Analysis/ Action:
Why did all students meet the benchmark? I think it's because the courses are self-paced classes with deadlines to keep them on track. The students have time to digest and understand the course content when it suits their schedule. They don't miss any classes because they are able to "attend" the course when it is convenient. [AB]

2021-2022:
ART 261
Analysis/Action:
Students met benchmark because of supplemental materials provided which bolster a more comprehensive understanding of course material. Action Plan: Make course content (ancient art history) more relatable: Moodle discussion board and/or short answer assignment based on contemporary / topical events (multiple articles/videos) that relate to course content. Example topic: the ancient bust of a Roman, missing from Germany for decades, purchased at an Austin Goodwill for $35.

ART 262
Analysis:
Course redesign in Fall 2020 is enhancing student understanding of what amounts to a whole lot of content covered in Art 262. The essays, discussions, and short answers are preparing students for the questions more successfully.

Action:

Engage students creatively: Have students create a Renaissance style altarpiece based on their favorite movie, series, podcast, or novel as subject matter. Using household items (folded paper, markers, paperclips), students design the panels to tell the story sequentially and encapsulate the narrative in a few important scenes, just as Renaissance artists did.

ART 363
Analysis/Action:
Essay questions and study guides continue to help students focus on course content, making connections between stylistic periods. Lectures reorganized lectures for better flow. Review lectures for efficacy.

ART 367
Analysis/Action:
Assignments were revamped in accordance with the alteration of audio lectures – audio lectures were shortened so that each is now limited to one artist. This should help students to focus and learn content in small bites. Review writing assignments.

ART 461
Analysis/Action:
I think that my percentage dropped in my Spring 2022 class because only 75% of the students were successful on one of the embedded questions. It's odd because the question came from my lecture, which has not changed since last year so I'm not sure why more students missed this question. I do notice that my class size in the 2022 Pre-Columbian class has doubled this semester and overall, the students appear to be weaker. They are more prone to procrastination, which causes them to rush their answers to meet the final assignment deadline. It's possible that the recent Covid crisis is forcing more students into online classes - students who might do better in a face-to-face situation?

2022-2023:
ART 262
Fall Analysis:
The new essay is especially poignant because it creates a real-world and contemporary connection for the students. Their understanding and application of the course content are greatly enhanced.

Action: Design a discussion based on a topical event

Spring Analysis:
The writing assignment instituted in the fall (Curating a Hospital) is especially poignant because it creates a real-world and contemporary connection for the students. Student understanding and application of the course content are greatly enhanced because they are required to consider the intent/meaning of the original artwork and apply it to a modern space. Added a discussion based on topical event (Artistic Censorship/Caravaggio as Criminal and #MeToo Movement) to support engagement and enhance relevance of course content in contemporary times.

Action: Assignments seem to be successful. Maintain the status quo for a period of time to measure success.

ART 363
Fall Analysis:
Current essay needs replacement
Consider an assignment to improve engagement and interest

Spring Analysis:
Essay and Discussion need to be replaced/revised to help students understand relevance of art in contemporary times

Action: Replace current Public Sculpture essay with a Reflection Essay (similar to Art 261 & 262). Revise current discussion to address the return of artwork stolen by Nazi's

ART 367
Fall Analysis:
Course needs updating.
- Re-design course content as well as layout/design to mirror Art 261 and Art 262.

Spring Analysis:
Course re-design in progress. Course shell enhances overall "look" of the course and layout is more student user friendly.

ART 461
Fall Analysis:
The students this semester performed well on most of the embedded questions. The only exception is a question from the Unit 2 lecture exam. I analyzed the overall results and found that most students who missed this embedded question did poorly on the exam. My assumption is that they did not watch the lecture videos or, if they did, they did not use the lecture guides that I provide for each lecture.

I need to stress that the students take the time to watch each lecture and use the lecture guides as they watch the videos.

ART 461
Spring Analysis:
The students this semester performed better on the embedded questions. My assumption is that my reminder to watch the lecture videos with the lecture guides in hand made them more aware of the importance of using those course materials.

2023-2024:
Benchmarks MET

ART 261
Fall Analysis:
96% of students attained 80% or higher on course content. Students met benchmark because they are engaged in informative and concise videos (Khan Academy) in addition to the lecture provided. This provides a more well-rounded understanding that can be applied to the essay assignment. In addition, video lecture transcripts were improved and reformatted.

Action: Improve and enhance Medieval section of course

Spring Analysis:
98% of students attained 80% or higher on course content. A reflection essay was added which required students to delve into the cultural/social/historical relevance of the artwork from which the "Attribution Essay" is drawn. Students consider multiple cultures and attribute artwork by describing characteristics pointing to their attribution. This approach supports a deeper understanding of the similarities and dissimilarities among and between civilizations and cultures. Students are engaged in the assignment because there is a "mystery" to be solved since they are provided with an unknown artwork to attribute. Concise supplemental videos are provided for students to gain deeper insight into specific topics.

ART 262
Fall Analysis:
94% of students attained 80% or higher on course content. The essay used for assessment encourages students to make deeper connections, combining what they have learned through lectures and discussion with what they are seeing in the artwork presented. Analysis, observation, and interpretation skills are developed. In addition, my lecture transcripts were improved and reformatted.

Action: Adjust discussion requirements to further support essay analysis

Spring Analysis:
96% of students attained 80% or higher on course content. A reflection essay was added requiring students to delve into the cultural/historical/ social relevance of the artwork from which the essay is drawn. The writing assignment (Curating a Hospital) is especially poignant because it creates a real-world and contemporary connection for the students. Student understanding and application of the course content is greatly enhanced because they are required to consider the intent/meaning of the original artwork and apply it to a modern space.

ART 363
Analysis:
96% of students attained 80% or higher on course content. Updated reflective essay comparing/contrasting the Late 19th century with Early 20th century and Post-war. Encourages students to make connections between periods. Analysis, observation, and interpretation skills are developed.

Action: Create a Post-War discussion with real world connections.

ART 367
Analysis:
98% of students attained 80% or higher on course content. The majority of course formatting has been updated. Artistic attribution essay enhanced and performance art discussion and NFT response added. Multiple additions to course content include African American and Native-American artists.

Action: Inclusion of diverse artists.

ART 461
Fall Analysis:
98% of the students scored 80% or higher on embedded questions. Several of the taped lectures and website instructions were updated to reflect changes in assignments.

Action: Revisit course assignments and make sure lectures, syllabi and website reflect any changes made.

ART 461
Spring Analysis:
Major course changes were made to the course this semester with heavier emphasis on course lectures to reflect fewer textbook reading assignments. These changes create new benchmarks for future comparison purposes. 96% of the students scored 80% or higher on the new benchmark questions.

14 Assessment and Benchmark ART 430/450 Capstone Assessment

Assessment 1: Business plan in ART 430.

Benchmark: 85% of students will score 90% or higher on the business plan demonstrating understanding of hourly vs. flat wages, LLC vs. sole proprietor vs. INC, business tax ID, business bank account and accounting software.

Assessment 2: Embedded questions in ART 450 that address contemporary professional and ethical issues in art.

Benchmark: 85% of ART 450 students are expected to achieve a score of 80% on nine embedded quiz questions that assess student understanding of the ethical considerations of copyrights, contracts for commissioned work, and commercial gallery relations.

Outcome Links

Art History and Contemporary Art [Program]
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. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

14.1 Data ART 430 Business Plan

Academic Year	Students scoring 90% or higher		Benchmark met?
	#	%	
2023-2024			

This is a new assessment for 2024-2025. Data will be reported in the next cycle.

14.1.1 Analysis of Data and Plan for Continuous Improvement
2023-2024:

This is a new assessment for 2024-2025. Data will be reported in the next cycle.

14.2 Data ART 450 Embedded Questions

Topic	2018-2019		2019-2020	
	% correct	Benchmark met?	% correct	Benchmark met?
Professional Practices - Commissioned Work	94%	Yes	80%	No
Professional Practices - Gallery representation and direct sales	100%	Yes	100%	Yes
Legal/Professional Practices/ Ethics/Contracts	100%	Yes	100%	Yes
Legal/Copyright Issues	100%	Yes	80%	No
Legal/Public domain/Fair use	95%	Yes	100%	Yes
Composite Average	98%	Yes	92%	Yes

Topic	2020-2021		2021-2022	
	% correct	Benchmark met?	% correct	Benchmark met?
Professional Practices - Commissioned Work	82%	No	100%	Yes
Professional Practices - Gallery representation and direct sales	91%	Yes	100%	Yes
Legal/Professional Practices/ Ethics/Contracts	91%	Yes	88%	Yes
Legal/Copyright Issues	100%	Yes	100%	Yes
Legal/Public domain/Fair use	95%	Yes	88%	Yes
Composite Average	92%	Yes	95%	Yes

Topic	2022-2023		2023-2024	
	% correct	Benchmark met?	% correct	Benchmark met?
Professional Practices - Commissioned Work	100%	Yes	92%	Yes
Professional Practices - Gallery representation and direct sales	88%	Yes	100%	Yes
Legal/Professional Practices/ Ethics/Contracts	100%	Yes	100%	Yes
Legal/Copyright Issues	78%	No	83%	Yes
Legal/Public domain/Fair use	100%	Yes	100%	Yes
Composite Average	93%	Yes	95%	Yes

Outcome Links

Art History and Contemporary Art [Program]
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. Understand and evaluate contemporary thinking about art/design and professional and ethical issues related to art making and art professions. (NASAD)

14.2.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Expected achievement is MET with a composite average of 92% of students met or exceeded score of 85% on embedded quiz questions on professional practices/ethics.

Analysis: Close examination of results revealed [1] student scored at 80% on two questions related to [Commissions] and [Copyright -notation], with a total score of 85% and meeting requisite benchmark.

Action: A review of ethics/legal issues will be added to each related content area.

2020-2021:
Expected achievement is MET with a composite average of 92% of students met or exceeded score of 85% on embedded quiz questions on professional practices/ethics.

Analysis: {2} students scored at 80% on a question related to {Commissions}
The biggest question asked while teaching this semester was: What will the art world look like post-pandemic? In the course was addressed the tenuous nature of the gallery system: speaking of how mid-size to small galleries have struggled to remain open and contrast of mega-galleries to those at the lower tier of the market.

Action: Going forward, further expansion upon discussion of open studios, social media presence, and personal websites will be important. Assessment topic on commissioned work will require students touch on two basic rules concerning price quotes and the requirement of a signed contract to begin work.

2021-2022:
Expected achievement is MET with a composite average of 95% of students met or exceeded score of 85% on embedded quiz questions on professional practices/ethics.

Analysis: Course material was implemented and then reviewed several times to foster absorption of the material.

Action: Course instructor changed due to the retirement of a faculty member, which has caused some content to be changed/tweaked. More emphasis on real world situations will be incorporated into class content, along with revised exam structure.

2022-2023:
Analysis: Structure of the course is working, as students have had positive exam scores especially with the embedded questions. However, continued changed needed, students appeared more comfortable with the information in discussions than on the test where some surprising misses were seen.

Action: Modify the exam structure and question structure to simulate more a conversation to mirror the lecture/discussion sections of the course where the student thrives. Along with this, we will implement a test at midterm, and at finals, instead of the current one exam. This will allow students to be challenged more often while the information is more present in their minds.

2023-2024:
All students had a score of 80% or higher. Benchmark MET

Action: Students struggled with the copyright portion of the test. Add more support, possibly guest speaker regarding copyright information. Emphasize professionalism and preparedness for presentations, interviews, and review.

15 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment, Completion, Retention, and Recruitment

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from Fall 2017 to Fall 2021 to coincide with the McNeese Strategic Plan goal concerning enrollment and recruitment.

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Benchmark: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the post-baccalaureate program in Elementary Education within two years of being accepted into the program (499 packet). Practitioner candidates should complete the program within one year of acceptance into the program.

15.1 Data Enrollment and Completers

BA Art Education - Grades K-12 Assessment: Enrollment and Completers:

Academic Year	# officially enrolled in the program with an EDUC 200 packet	# of completers in the fall semester	# of completers in the spring semester	Total # of completers
2013-2014	4	—	—	5
2014-2015	2	—	—	2
2015-2016	0	—	—	4
2016-2017	2	—	—	2
2017-2018	7	1	0	1
2018-2019	8	1	3	4
2019-2020	3	1	1	2
2020-2021	1	0	1	1
2021-2022	3	0	0	0
2022-2023				
2023-2024	3	—	2	2

15.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
2/3 students in the program completed this year. We will continue to monitor this data for trends.

2020-2021:
We had 1/1 students complete this year. We did not have the 7% increase in recruitment, but we have a larger group of students in the program for 2021-2022.

2021-2022:
There were no completers in the 2021-2022 academic year. However, there are three candidates enrolled in the program with their EDUC 200 packet. This is an increase in enrollment from the previous year, but still down 50% from 2017-2018 and 2018-2019.

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the McNeese Department of Education Professions (EDPR) Recruitment and Retention Plan: Unlock Education, Call Me MISTER, Educators Rising, and minors.

Although the efforts are strong and we are committed to recruiting candidates from diverse backgrounds, results of these efforts are not immediate as these students are juniors or seniors in high school and the data reported in the Performance Profile for education provider programs is on completers. We will track the data for program admission to monitor new students and make adjustments as needed to attract a diverse group of candidates interested in the field of education.

2023-2024:
The candidates enrolled in the program remained the same, however, there were two completers in the Spring 2024 semester. Recruiting efforts continue with the Pre-Educator Pathway events and opportunities to work with elementary and middle school students. Data for matriculation of candidates from EDUC 110 to EDUC 200 will begin being tracked to better determine resources and support for candidates to progress through the program.

15.2 Data Completion Matriculation Rates

4Completer Matriculation Rates:

Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from University	State Completer	Earned Different Degree	Still Enrolled
2019-2020									
2020-2021									
2021-2022									
2022-2023									
2023-2024	0								0

15.2.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
There were no new candidates accepted into the Art Education program with an EDUC 200 packet in the 2023-2024 academic year.

16 Assessment and Benchmark PRAXIS II Content

Assessment: Students with a secondary concentration in art education must pass the PRAXIS Art Content exam.

Benchmark: A minimum of 80% of completer cohorts will have passed the Praxis Content Exam on the first attempt.

Prior to 2023-2024, the benchmark was 85% of Art Education majors will pass the Praxis Art Content Knowledge Exam on the first attempt.

16.1 Data

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023	5,134	159	1	159	159	164	n	0	0%

2023-2024:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring	5,134		2	167-177	172	164	y	2	100%
Fall			—						

16.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
The two completers in the Spring 2024 semester both scored above the national median on the Praxis content exam and passed on the first attempt. This is an improvement from the Spring 2023 data. The art faculty reviewed coverage of content topics within the program progression and coursework and have made necessary revisions. Faculty will continue to hone in on topics needing to be addressed by reviewing sub-categories of the data.

17 Assessment and Benchmark PRAXIS Principles of Learning and Teaching

Assessment: Students must pass this exam to complete program.

Benchmark: 80% of the candidates will pass the Principles of Learning and Teaching Praxis exam on the first attempt and a minimum 65% passing score in each section assessed.

Prior to 2018-2019, the benchmark was a 100% passing rate on the PLT for candidates completing this program with 75% passing the PLT on the first try.

17.1 Data

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
% pass 1st attempt				100%	100%					

#5623		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number						1
	Mean						166
	Range						166
	% Pass 1st attempt						100%
	% Pass prior to ST/Intern						100%
Subcomponent	Number						1
Students as Learners (21)	Mean						13
	Range						13
	% Correct						61.90%
Instructional Process (20)	Mean						14
	Range						14
	% Correct						66.66%
Assessment (14)	Mean						9
	Range						9
	% Correct						64.28%
Professional Development Leadership and Community (13)	Mean						10
	Range						10
	% Correct						71.42%
Analysis of Instructional Scenarios (16)	Mean						11
	Range						11
	% Correct						68.18%

#5622		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number						1
	Mean						177
	Range						177
	% Pass 1st attempt						100%
	% Pass prior to ST/Intern						100%
Subcomponent	Number						1
Students as Learners (21)	Mean						16
	Range						16
	% Correct						76.19%
Instructional Process (20)	Mean						15
	Range						15
	% Correct						71.42%
Assessment (14)	Mean						9
	Range						9
	% Correct						64.28%
Professional Development Leadership and Community (13)	Mean						10
	Range						10
	% Correct						71.42%
Analysis of Instructional Scenarios (16)	Mean						13
	Range						13
	% Correct						81.25%

17.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
100% of the completers in the Spring 2024 semester (n=2) passed the Praxis Principles of Learning and Teaching exam on the first attempt. Faculty are being intentional concerning the implementation of topics embedded within EDUC 203, EDUC 204, and EDUC 315/317/318 courses to ensure that candidates are better prepared for the topics covered on the exam.

18 Assessment and Benchmark The Learner and Learning

Benchmark: A minimum of 80% of candidates will meet benchmark (3.00) when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

18.1 Data

	Semester/Year	n	Met
InTASC Standard 1	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 2	Fall 2023	—	—
	Spring 2024	2	83.33%
InTASC Standard 3	Fall 2023	—	—
	Spring 2024	2	89.66%
The Learner and Learning	Fall 2023	—	—
	Spring 2024	2	89.70%

18.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Rubric elements aligned to The Learner and Learning assessed in Residency I and Residency II semesters met benchmark with 90% of completers meeting benchmark on the combined standards (InTASC 1, 2, and 3). Completers also met benchmark within each of the three individual standards 100% (InTASC 1), 83% (InTASC 2), and 90% (InTASC 3). Opportunities to address learning differences and creating safe and supportive learning environments are spread throughout the program assessments including lesson planning, the Teaching Cycle, and observations. Faculty will provide quality academic feedback on candidate refinement areas to strengthen their performance. Additionally, candidates are participating in 240 Tutoring work for the PLT in the Curriculum and Planning courses as a mid-term grade beginning in Fall 2024.

19 Assessment and Benchmark Content

Assessment: Content

Benchmark: A minimum of 80% of candidates will know central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

19.1 Data

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	—	—
	Spring 2024	2	91.67%
InTASC Standard 5	Fall 2023	—	
	Spring 2024	2	85%
Content	Fall 2023	—	—
	Spring 2024	2	87.5%

19.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Rubric elements aligned to Content assessed in Residency I and Residency II semesters met benchmark with 88% of completers meeting benchmark on the combined standards (InTASC 4 and 3). Completers also met benchmark within each of the individual standards 91% (InTASC 4) and 85% (InTASC 5). Candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will provide specific feedback on the knowledge and application of content within the classroom.

20 Assessment and Benchmark Instructional Practice

Benchmark: A minimum of 80% of candidates will assess (InTASC 6), plan for instruction (InTASC 7), and utilize a variety of instructional strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

20.1 Data

	Semester/Year	n	Met
InTASC Standard 6	Fall 2023	—	—
	Spring 2024	2	81.25%
InTASC Standard 7	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 8	Fall 2023	—	—
	Spring 2024	2	72%
Instructional Practice	Fall 2023	—	—
	Spring 2024	2	77.77%

20.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data from 2023-2024 indicates that candidates did not meet the 80% benchmark for the overall category of Instructional Practice (78%). The area for refinement indicated in the data includes elements aligned to InTASC 8. Feedback from candidates indicated they were experiencing difficulties in completing multiple teaching cycles throughout the program. In Summer 2023, the faculty met and determined the breakout of the Teaching Cycle among coursework to better prepare candidates to complete these tasks. The sections of the Teaching Cycle have been portioned into methods courses for preparation of the Residency I Performance Portfolio

21 Assessment and Benchmark Professional Responsibility

Benchmark: A minimum of 80% of candidates will engage in professional learning, act ethically (InTASC 9), take responsibility for student learning, and collaborate with others (InTASC 10) to work effectively with diverse P-12 students and their families.

21.1 Data

	Semester/Year	n	Met
InTASC Standard 9	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 10	Fall 2023	—	—
	Spring 2024	2	100%
Professional Responsibility	Fall 2023	—	—
	Spring 2024	2	100%

21.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data from the 2023-2024 academic year indicates that 100% of Spring 2024 candidates met benchmark on the elements aligned to InTASC Standards 9 and 10 within the Professional Responsibility category. The observation assessment used for evaluations will be changing to the Louisiana Aspiring Educators Rubric beginning in Fall 2025. Therefore, as this new assessment is implemented, a backward design approach will be used to specifically address InTASC Standards 9 and 10 within more program coursework as practice to proficiency when in Residency.