

Assessment Guide

Program or Discipline: Art Division: Art and Applied Design

Faculty preparing plan: JS Bird

This is a tool to help you plan assessments of student learning for the purpose of planning improvements—to identify where students may hit bumps in the road, or where course content may not be aligned with program learning outcomes or the college core abilities. You may want to start by looking at some *part* of your curriculum. The assessment process may also help you identify where students are achieving more advanced outcomes than you expected.

Part 1: Student Learning Outcomes – Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
A. List expected learning outcomes. (Describe knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work)	Students completing discipline work will <ul style="list-style-type: none">• Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.• Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.
B. Identify where expected outcomes are addressed in the curriculum. In which courses will students demonstrate each program/discipline outcome?	ART 115, 116, 131, 231, 281, 284

Part 2: Assessment METHODS – Determine Timing and Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
C. Determine at least two methods to assess each outcome at the end of the program with at least one direct assessment of learning.	Review of student work from various sections of each class. Review of sample syllabi from various sections of each class. Review of departmental course outlines and course proposal forms.
D. Describe level of expected performance, including conditions of assessment and criteria for success.	All of the above classes will teach state-required learning outcomes.

Process	Program or discipline response
E. If appropriate for key course sequences, identify assessment methods for learning outcomes.	Critique, instructor review and written evaluation.
F. If appropriate, identify and collect baseline information on entering students.	NA
G. Establish a 3-5 year schedule for assessment, including who will interpret results. Which students will be assessed? When will the assessments take place? Which outcomes will you assess this year? (Suggestion: assess a maximum of 3 outcomes per year, except in specially accredited career technical programs)	Course Assessment department wide. Occur during Spring 2010 and Winter 2011 terms. Assess all outcomes of State required outcomes. Interpreted by myself with assistance from various 2D instructors in Art and Applied Design.
H. Determine how you will assess outcomes on an annual basis. Who will conduct the assessments? Who will tabulate data? Who will analyze the results? When will the work be completed?	Most of the work will be completed by myself with assistance from various 2D instructors. More discussion with other faculty will be scheduled in Winter of 2011.

Part 3: Implement the plan (ACTION)

Process	Program or discipline response
NOTES:	<p>Work completed from assessment to date:</p> <ul style="list-style-type: none"> • State wide forms are completed. • New course outlines for these courses were developed. • Work from various classes has been evaluated. • Syllabi from various instructors have been examined. • New objectives and course outlines have been shared with all 2D faculty. • New course objectives will be listed on all syllabi for classes assessed.

Part 4: Closing the Loop – Interpreting and Sharing Results to Enhance Instructional Effectiveness (COMMUNICATION)

Process	Program or discipline response
<p>I. Identify the next steps, including any planned changes to curriculum or pedagogy. What do you expect to learn from these assessment efforts? Determine how and with whom you will share interpretations.</p>	<p>It has been ascertained by examination of student work that, as a whole, the 2D classes assessed are effective in completing the following objectives from state wide objectives in order of effectiveness:</p> <ol style="list-style-type: none"> 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Explore the conventions and techniques of significant forms of human expression. 3. Foster creative individual expression <i>via</i> analysis, synthesis, and critical evaluation. 4. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life. <p>The following objectives are addressed, but as a whole need to be further stressed or improved.</p> <ol style="list-style-type: none"> 1. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 2. Place the discipline in a historical and cultural context, and demonstrate its relationship with other disciplines. <p>The following objective needs to be addressed more intentionally in the classes assessed to this date.</p> <ol style="list-style-type: none"> 1. Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues. <p>Work yet to be completed: Updated course proposals for all classes assessed that more specifically address these State objectives.</p> <p>Redesign syllabi and curriculum for many instructors to more fully address the above objectives, particularly the last three.</p> <p>This work will be addressed more fully in Winter 2011 when I return from sabbatical completely recharged (hopefully).</p>