

Annual Assessment Report

Program Profile

	2012-2013	2013-2014
Majors (total, majors 1,2,3)	11	8
Minors	28	23
Concentrations: Education	1	1
Concentration: Photography	1	1
Concentration: Studio Art	9	7
Full Time Faculty	3	3
Part Time Faculty	2	2

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

Program Delivery (HLC 3A3)

Traditional on-campus: Yes. (with online courses for basic design, art education 282 & 418+
Online Program _____
Evening Cohort _____

Analysis:

The knowledge and skills needed to produce art and to teach art are taught in the studio art classes at William Woods University. The program is proud of more than one dozen graduates teaching art in public schools today. A recent studio art graduate, Sarah Williams, prepared for graduate school in the BFA program of study. Sarah is a tenure track professor of art at Missouri State University, Springfield,

Missouri. Other art program alumni, such as Kim Foster and Rebecca Moppin have won the prestigious Missouri Art Teacher Award. In 2012 and 2013, Rebecca worked with Professor Terry Martin to develop online art courses now offered at William Woods University. Other studio art graduates such as Sarah Chatum and Maggie Stoltzberg, both BFA, photography majors, operate professional studios.

The studio arts program at William Woods University provides both majors and minors with a solid foundation in processes and techniques necessary to appreciate, produce and understand the arts in historical and cultural contexts. The arts faculty are committed to support collaboration of general education and assessment initiatives related to the general education program of the university. Faculty often partner with other divisions to measure general education outcomes effectively. In this process, of teaching, writing and critical thinking skills, a number of faculty use the Cox Art Gallery as a laboratory for the purpose of introducing students in the art major and students in general education courses, how to recognize art elements and applied design principles employed by professional artists. The enrollment trends continue to move toward graphic design, because of more employment opportunities as compared to fine art. But, the liberal arts curriculum with its rigorous general education requirements and double majors in studio art with complimentary course work in areas such as: business and Psychology. Communication courses have prepared studio art majors for employment in merchandising, marketing, and sales. Also a number of past graduates in studio art have pursued graduate study in areas such as: art therapy, fine art and business.

Outside Accreditation:

Is your program accredited by outside accreditor? NO

Is accreditation available for your program? NO

Are you making strides to attain accreditation? The studio and fine art areas are not separately accredited, but are under the larger institutional accreditation.

Program Objectives:

Objective 1. Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media.

Objective 2. Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art.

Objective 3. Students will be able to identify and articulate the significance of major periods and works in the history of art.

Objective 4. Students will be able to demonstrate critical analysis applied to their own work and the work of others.

Objective 5. Demonstrate the development of an aesthetic philosophy and original vision.

Concentration: Art Education

Objective 1. Demonstrate the teaching of artistic elements and principles.

Objective 2. Students will demonstrate understanding of their profession and role and the classroom.

Objective 3. Students will demonstrate understanding safety and health related issues within the creation of art projects.

WWU Art BA/BS Objective ART EDUCATION	MoSTEP Objectives
Obj. 1. Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media	1.4;
Obj. 2. Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art.	1.1; 1.3;
Obj. 3. Students will be able to identify and articulate the significance of major periods and works in the history of art	1.2; 2.1; 2.2; 2.3; 2.4; 2.5
Obj. 4. Students will be able to demonstrate critical analysis applied to their own work and the work of others.	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7
Obj. 5. Demonstrate the development of an aesthetic philosophy and original vision.	4.1; 4.2; 4.3; 4.4; 4.5; 4.6
Art Education Objective 1. Students will demonstrate the teaching of artistic elements.	1.7;
Art Education Objective 2. Students will demonstrate understanding of their profession and role in the classroom.	1.6;
Art Education Objective 3. Students will demonstrate understanding safety and health related issues within the creation of art projects.	1.5

Concentration: Photography

Objective 1. Students will develop compositional understanding through the use of the camera.

Objective 2. Produce works of visual art demonstrating knowledge of processes and techniques relevant in the use of cameras and imaging software

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Program Objectives Matrix (from recent Assessment Plan) for Studio Art

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5
Art 105 Basic Design	I	I	I	I, A	I
ART110 Drawing I	I	I	R	R, A	I
ART115 Color and Light	R	R	I	I	I
ART210 Portfolio Development	I		I, R	R	I
ART 230 Survey of Western Art I	I	I	R, A	R	
ART231 Survey of Western Art II	I	I	R, A	R	
ART470 Senior Practicum	M, A	M, A	R	M	M, A

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Art Education			
	Obj. 1	Obj. 2	Obj. 3
ART208 Sculpture I	I	I	I
ART 215 Weaving and Fiber Arts I	I	I	I
ART222 Ceramics I	I	I	I
Art 282 Teaching Art in Elem School	R, A	R, A	I
Art 418 Methods of Teaching	R, A	R, A	R, A

Photography Concentration		
	Obj. 1	Obj. 2
ART 256 Fundamentals	I	I

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of Photography		
ART 276 Digital Art	I	I
ART326 Studio Photography	I, R	I, R
ART XXX		
ART XXX		
ART XXX		

Studio Art Concentration		
	Obj. 1	Obj. 2
ART 233 Women, Art and Society	R	R
ART 331 Modern and Contemporary Art	R, A	R
ART206 Painting I	I, R, A	I, R, A
ART 208 Sculpture I	I, A	I, R, A
ART 111 Drawing II	R, A	R, A
ART 220 Water Painting	I, R, A	I, R, A
ART 212 Printmaking	R, A	R, A
ART 222 Ceramics	I, R, A	R, A

The ART XXX are production courses.

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Assessment of Program Objectives for Studio Art BS or BA

Objective 1	Develop and recognize techniques and principles of design in their own work as well as in works of others. Students shall recognize and/or demonstrate an understanding of form unity in a variety of media
Methods	Annual Portfolio Review Assessment Day ART 470: Senior exhibit

Benchmark	<p>Assessment Day: Proficient' body of work demonstrating design understanding in over 70% of Soph/Jr. folios submitted, seniors 80% proficient.</p> <p>ART 470: Proficient' body of work in 80% of senior work in final exhibit.</p>
Data Collected (course specific)	<p>ART 470 -Senior Exhibit –May 2014, 10 Seniors self- curate, cooperatively hang and assess the final exhibit, Seniors hold individual presentations in front of faculty and undergraduates. Seniors assess each other on their participation in the whole process. Faculty assesses the quality of the senior exhibit as well as the oral presentation by each senior. Seniors also submit a 5 page paper that reinforces knowledge of artistic processes, an understanding of design, art history and personal aesthetic .</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected. The annual portfolio review is conducted by the Art faculty with the assistance of external evaluators for all art majors. We meet with all art majors (32 total: Studio, Art Ed. and Graphic Design) before annual portfolio review, to discuss what is required for the assessment day. Then during the indiv. reviews, students are asked to discuss particular pieces as they pertain to all program objectives –in this case design elements and principles as they apply to what they believe is one of their strongest compositional pieces. Then they are assessed by faculty and visiting reviewers via written document. Faculty advisors give their advisees the feedback from these documents at the advising meetings the following month.</p>
Results/Outcomes	<p>. Art faculty met to discuss strengths and weaknesses of the Assessment Days. They reviewed the assessment forms and discussed feedback from outside reviewers. The 70% proficient was met this past year based on these assessments, and observations.</p> <p>For ART 470: Benchmark of 80% was exceeded. Rubric used for both assessments is attached.</p>
Proposed changes to the assessment process	<p>We are pleased with the procedure of the data collection, we have been formulating the questions for several years in order to match learning objectives. In 2014, we saw a close correlation between learning objectives and folio presentations as well as written statements. Students take the</p>

	process seriously. Student preparation in response to assignment has improved as well as their ability to discuss art with artistic terminology. We are satisfied with the present process and rubric.
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective? Stipends to evaluators is adequate but increases in fuel may necessitate greater compensation in the future. Also we feel the Honorarium fee (\$100) for selection of senior piece to the WWU permanent collection should be doubled –to \$200

Objective 2	Produce works of visual art demonstrating knowledge of processes and techniques relevant to several different forms of art.
Methods	Annual Portfolio Review asses/ Senior exhibit
Benchmark	'Proficient or better understanding of art processes 70% of soph/jr. portfolios submitted and 80% proficiency in senior exhibit
Data Collected (course specific)	ART 470 -Senior Practicum –Seniors self- curate and assess the exhibit, Seniors orally discuss in front of faculty and undergraduates artistic processes as they apply to their work., as well as submit a 5 page paper that also addresses the objectives (in this case various artistic processes as they pertain to their own work.
Data Collected (Assessment Day, external tests, Senior Achievement)	The annual portfolio review is conducted by the Art faculty with the assistance of external evaluators for all art majors. We meet with all art majors (32 total: Studio, Art Ed. and Graphic Design) a week before annual portfolio review, to discuss what is required for the assessment day. Then during indiv. reviews, students are asked to discuss particular pieces as they pertain to the program objectives in this case –artistc processes and techniques. They then are assessed by faculty and visiting reviewers via written document. Art Faculty meet to discuss overall success of review process as well as tally assessment sheets to learn objective scores of the students. Several weeks later, faculty advisors give their advisees the feedback from these documents at the indiv. advising meetings the following month.

Results/Outcomes	<p>Art faculty met to discuss strengths and weaknesses of the Assessment Days and students general knowledge and understanding of design principles. The 70% proficient for objective #2 was met this past year based on above assessments, and observations.</p> <p>ART 470: Benchmark of 80% proficient was exceeded for objective #2. Rubric attached for the Senior Exhibit.</p>
Proposed changes to the assessment process	<p>We are pleased with the procedure of the data collection, we have been formulating the questions for several years in order to match learning objectives. In 2014, we saw a close correlation between learning objectives and folio presentations as well as written statements. Students take the process seriously. Student preparation in response to assignment has improved. We are satisfied with the present process and rubric, though we would hope to raise the 70% to 75%</p>
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective? Stipends to evaluators is adequate but increases in fuel may necessitate greater compensation in the future. Also we feel the Honorarium fee (\$100) for selection of senior piece to the WWU permanent collection should be doubled –to \$200</p>

Objective 3	Students will be able to identify and articulate the significance of major periods and works in the history of art.
Methods	<p>ART 230/231: Survey I and II Final exam</p> <p>ART 233/331: final exam Art History courses: Women, Art and Society and 20th Century and Contemporary Art. *only studio art concentration students</p>
Benchmark	<p>ART 230/231-- 80% of students achieving 80% in Survey I and II Final exam</p> <p>ART 233/331—80 % of students achieving a minimum of 85% on the final exam.</p>

Data Collected (course specific)	<p>In a given semester approx.. 22 students will take an exam that will demonstrate knowledge of historical periods, notable artists, and significance of particular works of art such as artist's intent, as well as how their art reflects the culture of the time. Both Surveys and upper level art history courses address the above components through identification, essays, fill in the blank and matching.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected. All art history classes go on field trips to museums or galleries, these trips enhance the understanding of above in class learning.</p>
Results/Outcomes	<p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark. We hope 75% of Art History students shall rate a B (80% or higher on the final exam).</p> <p>There is no outcome as of right now if this expectation is not met.</p>
Proposed changes to the assessment process	<p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses... Art Processes and design understanding are introduced in the Survey courses and reinforced in the upper level. Objectives 1, 2, 3, and 4 to some extent are covered in these art classes. Faculty should meet to discuss exam results, set a coordinated benchmark and discuss other expectations, Right now there is little communication among the 2 Art History instructors</p>
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective? Field trip funding would be nice. This has been harder and harder to get. In the past professors were given credit cards for gas and meals. Now faculty needs a chauffeur's license to drive University vans</p>

Objective 4	Students will be able to demonstrate critical analysis applied to their own work and the work of others.
Methods	Senior exhibit Assessment and Annual Portfolio review.
Benchmark	'Proficient or better understanding of art processes 70% of soph/jr. portfolios submitted and 80% proficiency in senior exhibit
Data Collected (course specific)	ART 470 -Senior Practicum. This past year the 10 seniors each submitted a 5 page paper that addressed their knowledge of art processes, design and aesthetics as they pertained to their best pieces in the senior exhibit. This paper is one of the methods used to measure their ability to assess art.
Data Collected (Assessment Day, external tests, Senior Achievement)	Annual Student Portfolio Review. This year about 32 (9 studio art majors) undergraduate students participated. Besides orally discussing their work, students submitted a paper that answered three questions pertaining to Processes, design understanding and art history influence. <ol style="list-style-type: none"> 1. Choose a piece from your portfolio and describe, in narrative form, the process that went into the making of it. For example: begin with defining the objectives/criteria, then describe how you came up with your overall idea, and finally, describe the actual making of the piece or image. This answer and your accompanying piece should demonstrate your understanding of an artistic process from start to finish. 2. Choose another piece that best demonstrates your knowledge of design. Please disregard subject matter or content (if any) and discuss the success of the piece based solely on composition. What elements and principles of design are explored and manipulated? How have you achieved 'unity' in the design? Please use appropriate design language. 3. Has art history influenced your portfolio or a specific piece in your portfolio in some way? Do you have a piece that reflects a particular subject, or technique or content from past periods or artists? Please discuss.
Results/Outcomes	ART 470 final papers are graded but not officially benchmark. Though from the final grades BFA Seniors (this year only 1 studio art graduated). are exceeding the bench mark of 80% proficient. <p>Portfolio review questions...Faculty have read these over and have come to the conclusion that 70% undergraduate students are meeting the proficiency benchmark, but no written outcome has been formulated on the whole undergrad art student group</p>
Proposed changes to the assessment	Faculty should document the final assess of these questions. ?

process	
Budget needs related to the objective?	no

Objective 5	Demonstrate the development of an aesthetic philosophy and original vision.
Methods	<p>ART 470 Final Senior exhibit and accompanying self-assessment paper.</p> <p>ART 470 Also oral assessment in front of faculty of final senior project,</p> <p>Observation by faculty of each senior work in the senior exhibit is best way to observe an individual aesthetic. Art faculty meets, discusses and grades the final exhibit on quality and creativity (individual aesthetic), and ability to orally discuss their personal vision.</p> <p>Annual Portfolio Review is also a good way to observe a personal aesthetic in the student work, especially the seniors –as that is where the personal aesthetic or style begins to emerge.</p>
Benchmark	<p>ART 470 85% proficient, that students are reflecting an original vision and aesthetic in their pieces as they are to exhibit best work from the 4 years.</p> <p>Annual Portfolio Review 85% of seniors are demonstrating a personal aesthetic</p>
Data Collected (course specific)	<p>ART 470 final papers are graded. This year (2) Seniors are exceeding the bench mark of 85% proficient from the results of their final papers and faculty observations.</p> <p>Faculty analysis of Annual Portfolio Review questions also resulted in</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	Senior exhibit is a part of ART 470 Senior Practicum

Results/Outcomes	This year (10) Seniors are exceeding the bench mark of 85% proficient from the results of their final papers and faculty observations
Proposed changes to the assessment process	Faculty could document their observations of student's personal aesthetic in rubric format. Or even have outside evaluators come in to present an award and give faculty (and students) feedback on the creativity and quality of the exhibit
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective? If outside evaluator is used we would need a stipend. \$75-100

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1). **We feel good about our annual portfolio review process, it is so far the best coordinated effort by all faculty to assess the students in all the objectives except #3 Art History #3 is best assessed in art history courses**

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data. **We all meet to discuss the annual portfolio review results and are satisfied with results. Data is collected by ART 470 professor but not discussed with other faculty at an official meeting. Probably should be done in the other areas as well see below**

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those

changes impact the student results? We are more efficient and accurate in the Annual Portfolio review assessment. We should implement this process in the Senior assessment and Art History assessment

General Education Assessment:

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program? See above

Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's? Coordinating the final exhibit of seniors is done by the seniors themselves. This is invaluable experience. They assess and curate each other's work as well as have faculty come in and ask questions pertaining to all the 5 objectives. Students benefit in many ways, such as working cooperatively, - depending on each other. Reinforcing articulation of artistic terminology and criticism, theory and setting and meeting goals. Holding each other accountable etc.

Service Learning Activities:

How is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Program Sponsored LEAD Events:

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Student Accomplishments:

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Posted measurable program learning outcomes (objectives) <input type="checkbox"/> All outcomes are developed and include a mix of assessment measures.	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input checked="" type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input checked="" type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input checked="" type="checkbox"/> Specific measures are clearly identified. <input checked="" type="checkbox"/> Measures relate to program learning outcomes. <input checked="" type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input checked="" type="checkbox"/> Provided the rubric for the portfolio review

Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Data are aggregated in a meaningful way that the average reader can understand. <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> There is no discussion of students that do not meet the benchmarks
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates	<input type="checkbox"/>

	<p>about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p>about student learning are made based on the available assessment results.</p>		<p>to suggest any changes.</p>	
Actions to Improve Learning and Assessment	<p><input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement.</p> <p><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</p>	<p><input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p><input type="checkbox"/> At least one action to improve learning or assessment is identified.</p> <p><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data</p> <p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</p>	<p><input type="checkbox"/> No actions are taken to improve student learning.</p> <p><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<input type="checkbox"/>

Additional Comments:

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For this report it is important to keep it to strictly the Art major components, this is not the Studio Art major or the ART BFA program although they are closely related and cross over on courses. The Art BA/BS is a more diversified application of the skill and it needs an identity established.

The work on objectives is helpful! I appreciate you all developing objectives for the concentrations and including the matrix for the application of those objectives. In the report, the objectives for the Studio Art concentration were omitted.

Assessment Results: does the program have different standards for students based upon year in the program? Are there specific benchmarks based upon year in the program? When the seniors assess the senior exhibit, do they have a form they fill out, or is that the oral discussion?

For Objective 3, the Data Collected part is literally the number of final exams for survey 1, survey 2, women art and society, and 20th century and contemporary art courses. This objective would not have any information in the Data collected (assessment day, external tests, senior achievement) category; this can be a NA for this objective, which is ok. In the Results/Outcomes section, the faculty who teach these courses needs to keep track of the grades for the exams and report them when it is time for the assessment report. ART230 was taught in the fall, ART231 and ART 331 were taught in the spring making it possible to use data from those courses to put into the report. If scores on the exam are going to be used to show student learning, then a plan needs to be made to discuss how adjunct and regular faculty are going to keep track and store the information to be used.

In objective 4, the methods of assessment are the senior exhibit and the annual portfolio review, and then for data collected it is Art 470 Senior Practicum data... is the senior exhibit part of ART470? The program states that 2 seniors exceeded the benchmark of 85% on the final paper... were there more than 2 total students? But then later in the results/outcomes section there are 10 seniors? It is hard to follow what group of students are involved in the assessment.

As a whole faculty, we need to determine how programs are going to show their engagement to General Education. I know that many program courses are **General Education**, but we need to also show that the majors in Art also benefit from the other General Education curriculum. This is a complicated question and will take a while for us to work through it.

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The Service Learning Activities that I know Terry does in his classes could be articulated here, if there are other service learning activities that happen within program courses, this would be the place to brag on them.