William Woods University

Profile:

Number of majors: 8 (studio art)

Number of EDU majors: 2 (art education)

Full-time faculty:
Terry Martin, M.Ed., M.F.A.
Jane Mudd. M.F.A.
Robert Elliot, M.A.

Part Time Faculty:
Paul Clervi, M.F.A
Susan Wood, M.F.A.
Rebecca Moppin, M.Ed., & Ed.S

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 graduate (Sarah Williams) is a tenure track professor of art at Missouri State University, Springfield, Missouri. Others 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. In April of this year Rebecca and Terry developed online curriculum for Art 282 and Art 418. Methods of teaching art in the elementary and secondary schools will make it possible for the required courses (MO, DESE, Certification) to be available every semester to prospective art teachers. This online offering may also attract students from other off campus location to consider the art education major offered by WWU.

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. Also congruent in learning to evaluate art objectively the faculty is committed to gallery and art activities that support the WWU LEAD Scholarship Program. In addition to faculty sponsored LEAD programs, several studio art and graphic design majors initiated programs for non art majors and younger students. This dimension of education and of the LEAD program is very encouraging! The William Woods University LEAD program is a nationally recognized program that provides scholarship opportunity through programs outside the classroom; it is a distinctive educational opportunity which enhances the university common studies objectives and also can provide students

teaching experiences. Primary programming efforts of faculty, staff provide the knowledge base for LEAD and common studies, with promising collaboration for future learning!

The potential to extend cultural and artistic opportunities exists with the art gallery to more closely coordinate events with the art curriculum. Students presently use gallery events to write about art and interact with professional artists. 2013 -2014 will begin a new direction for the Cox gallery with more emphasis placed on community outreach and opportunities for children and talented high school students to exhibit in the Cox gallery. The rationale for this is to promote the art program and start an advanced recruitment of prospective studio art majors.

In 2012 the effort to continue the practice of archiving learning outcomes by means of electronic portfolios. This began in courses taught by Professors Elliott and Martin. In 2014 the effort continues with art courses taken for common studies credit, being archived on Tk20.". At the time of the final presentation to teacher, (outside professionals in some cases) and fellow students, the TK20 portfolio is shared with the class. Individual confidence and portfolio presentation seems to have improved by virtue of the digital portfolio process.

Students in the studio program are encouraged, through their exhibitions, portfolios, and projects, to become an active part of the community. This goal is encouraged by Thriving Artists Group (student art club). The WWU Art Club offered a number of community outreach event, such as the Earth Day sidewalk chalk drawing for community, Rosa Parks and the "Kemper Kids". In accordance with the university mission, the program seeks to place students in the professional world while maintaining their individualism and providing the basis for life-long learning opportunities through the interaction between their art and the community. Professors have worked to provide coordinated service and cultural activities through the arts to the William Woods University community and the Mid-Missouri Community.

2) **PROGRAM OBJECTIVES**

Upon completion of the program, the student will:

Objective	Measure of Objective How will the Program Measure?	Who is Responsible? At what point will it be done?
1) Develop and recognize techniques and principles of design in their own as well as in others' works of art.	Written Exams Oral Reports Written Reports Portfolio Review by Faculty	Art history faculty; portfolio review team, senior student leaders Completed by end of junior year.
2) Produce works of visual art demonstrating the processes and techniques relevant to several different forms of art.	Written Exams Oral Reports Written Reports Portfolio Review by Faculty	Studio art faculty; art history faculty; portfolio review team, senior student leaders Content delivered throughout program.

3) Demonstrate knowledge of the work of diverse artists from various cultures and times.	Written Exams Production of Visual Images Oral Reports Written Reports Student Exhibits	Studio art faculty; portfolio review team, senior student leaders Content delivered throughout program
4) Analyze and evaluate works of art using the appropriate art vocabulary for the form.	Production of Visual Images in various medias Oral and Written Reports Portfolio Review by Faculty Student Exhibits Peer Critiques	Studio art faculty; portfolio review team, senior student leaders Content delivered throughout program
5) Demonstrate knowledge of the history of art.	Oral and Written Reports Written Exams Portfolio Review by Faculty Student Exhibits Peer Critiques	Studio art faculty; art history faculty; portfolio review team, senior student leaders Content delivered throughout program.
6) Reflect on the relationship of art to other disciplines in both historical and cultural contexts.	Oral and Written Reports Written Exams Peer Critiques	Art history faculty; studio art faculty, senior student leaders Content delivered throughout program.
7) Demonstrate the development of an aesthetic philosophy and original vision.	Production of Visual Images Portfolio Review by Faculty Capstone Course Assessment Senior Exhibition	Upper level media course faculty; portfolio review team, senior student leaders Experienced toward end of program.

2) ***PROGRAM OBJECTIVES   (continued)***

Required Courses	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
ART 105	X	X	X	X		X	
ART 110	X	X	X	X			
ART 111	X	X	X	X		X	
ART 115	X	X	X	X			
ART 206	X	X		X			
ART 207		X		X		X	X
ART 208	X	X	X	X			
ART 210				X			
ART 220	X	X		X			

Elective Courses	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
100 Level Studio	X						
200 Level Studio	X						
300 Level Studio	X	X					X
400 Level Studio	X	X				X	X
200 Level Art History	X		X	X	X	X	
300 Level Art History	X		X	X	X	X	
390, 451, 452 Internships					X	X	X

3) <u>STUDIO ART MAJOR/MINOR ASSESSMENT</u>

Program Objective	Method of Measurement	Benchmark of Success	Results/Outcome	Recommendation for Action	Date of Change	Results of Change*
Develop and recog-nize techniques and principles of design in their own as well as in other's works.	Written exams Oral reports Written reports Faculty Portfolio Review	All studio majors have progressed through Portfolio review process and are presenting port-folios to external evaluators and faculty. The senior thesis exhibition reflects excellence in this area of art production.	Measurement method assessing this objective more personalized with help of advisors Measurement method under review.	Meet with students before the assessment days of portfolio reviews and go over what will be evaluated and explain questions To be answered in preparation to the March 6 & 6 reviews/ .	03/11	Students were better prepared and responded to questions more directly and seemed to display more confidence. Better "Design Language" was applied to presentation of respective portfolios.
2. Produce works of visual art which demon-strate the processes and techniques relevant to several different forms of art.	Portfolio review by faculty and external evaluators. S	The senior thesis exhibition reflects technical and aesthetic growth.	Measurement method is a shared observation by faculty	Go over assessment rubric with outside evaluators/	03/12	Our first time evaluator. Mr.Hal Moran, St.Charles, MO was very valuable with his experience as an illustrator, Graphic Designer and Public Relations expert Tish Spencer , owner of Frirehiuse designs, Jefferson City and Maura Muud graphic designer, Columbia ere past WWU graduates and are very supportive of the present students and very good evaluators. Each have helped us for about 5 years/
3. Demonstrate know-ledge of the work of diverse artists from various cultures and times.	Production of visual images Written reports Oral reports Student exhibits	The senior thesis exhibition reflects technical and aesthetic growth. Class presentations Special student competitions and exhibitions.	Measurement method is an effective shared observation by faculty. Measurement method under review. Refined installation and student exhibit process	Present rubric is adequate Identify and implement appropriate written exam. Allocate storage space for student work submitted for exhibition	04/13 04/13	2013 Summative portfolio review panel resulting feedback of evaluator's observations to students Student show was better representation of learning outcomes than in 2012
4. Analyze and evaluate works of art using the appropriate art vocabu-lary for the form.	Oral and written reports Portfolio Review Production of images in various medias Peer critiques	Students orally present the portfolio to external evaluators and faculty. Senior Assessment Day Class presentations	Work remains on the development of student's ability to use design language to communicate portfolio. Measurement method under review.	Develop question for students to reflect on and answer in preparation of the March 2013 Assessment (Portfolio Reviews)	01/12	2013 Portfolio presentation improved, students demonstrated better design language s degree of organization.

5. Demonstrate know-ledge of history of art.	Required art history classes History of media/culture within studio classes Senior Exhibit	Successful completion of courses C or better on classroom presentation of project C or better by art faculty evaluation	Measurement method not effective in assessing this objective. Measurement method under review.	Have students take art history examination. Identify and implement appropriate written exam.	08/12	Continue to develop strategies for advisement and reveiew feedback in a timely way.
6. Reflect on relation-ship of art to other disciplines in both historical and cultural contexts.	Concept sketching evidenced in folio. Group critiques and projects. Research of historical origins and symbolic implications.	Students present the portfolio to external evaluators and faculty. Senior Assessment Day Class presentation.	Measurement method not effective in assessing this objective. Measurement method under review.	Focus on a fewer number of art courses to constitute general education and accelerate general education goals in these courses	06/ 12	Introduction to art for honors and number of art courses reduced to meet general education requirements
7. Demonstrate the development of an aesthetic philosophy and original vision.	By review of the portfolios and by personal interviews the faculty access the aesthetic growth and confidence of the student as evidenced by the folio and the oral expression related to the folio	Students orally present portfolio to external evaluators and faculty. Class presentation. Senior Assessment Day. Presentations to the public. Student presentations and exhibits and special gallery events sponsored by the division	Measurement method was reported to be more effective Measurement method under review.	Practice oral delivery of content.	05/12	Final course assignments presented and uploaded to TK20 final assignments assessed

Rubric for the Portfolio Review

Visual Arts Performance Assessment Rubric   Name_____

Class: FR SO JR SR

(Under Criteria rank students 4 thru 1, with 4 being the highest) Ranking should be appropriate to class.

Fine Art Objectives	Criteria	Advanced (4)	Proficient (3)	Developing (2)	Novice (1)
1) Knowledge of processes and techniques specific to disciplines in	**Knowledge of Drawing** (Objective #1)	Portfolio reflects a superior knowledge and command of drawing	Portfolio reflects a good drawing ability appropriate for student's level	Portfolio reflects a basic knowledge of drawing skills	Portfolio reflects a beginning level of drawing ability.

the arts.					
2) Knowledge and/or use of medium's standard structural components.	**Principles of Design** (Objective #2) _____	Portfolio reflects a well-developed understanding of design and composition	Portfolio reflects effective use and understanding of the elements and principles of design	Portfolio reflects a basic understanding of the elements and principles of design	Portfolio demonstrates a limited understanding of design knowledge
	Art processes and medium technique (Objective #1) _____	Work consistently reflects a superior understanding of numerous art processes and medium handling	Work shows proficiency in the handling of the media and reflects a variety art processes	Work reflects a few art processes and an emerging skill in handling the media	Work reflects very basic knowledge of art materials, and processes
3) Ability to critique art through the use of appropriate vocabulary. 4) Demonstrates an understanding of visual and performing arts in historical context.	**Art History and Culture** (Objective #4) _____	Portfolio shows strong connection to art history and cultural awareness	Portfolio reflects some creative exploration supported by art history and culture	Portfolio shows a little knowledge and awareness of art history and culture	Portfolio shows no connection to art history and culture
	Originality/Personal Aesthetic (Objective #2)	Work reflects curiosity, originality and is consistent. Unusual combinations and risk taking is evident	Work shows an appropriate degree of problem solving and originality for student's level.	Work reflects some unique characteristics but originality and problem solving is still developing	Work attempts to fulfill assignment, but little originality is evident
	Able to communicate above criteria in level-appropriate language (Objective #3) _____	Student can demonstrate in mature artistic language an understanding of process, design, and art history.	Student can demonstrate in proficient artistic language an understanding of process, design, and art history.	Student can demonstrate in basic artistic language an understanding of processes, design, and art history.	Student is just beginning to utilize artistic terms and language when assessing work.
Overall Portfolio Presentation	**Presentation Skills** _____	Presentation is clearly organized (introduction, discussion and analysis, closing); speech is easily understandable, appropriately paced; regular eye contact is maintained	Presentation is generally organized; speech is understandable, pace sometimes rapid or slow; some eye contact with audience	Presentation shows limited organization; some words difficult to understand due to speech and/or pace; eye contact is intermittent	Presentation shows minimal effort
	Organization _____	Portfolio is well organized and prepared	Portfolio is generally organized	Portfolio has some organization	Portfolio is not organized

Reviewer's Notes or Comments:

4) REPORT FOR ENROLLMENT SERVICES

Department Strengths

As part of this commitment to quality projects, the WWU Studio Art Program faculty continued in 2012-2013, working to make service-learning projects and learning about the pedagogy of this experiential learning method a part of several studio classes. Art education students assisted Professor Martin in the design and delivery of art curriculum to the Rosa Parks Ctr. residents.

Within the department, faculty provides students with knowledge and skills required to exhibit, promote, and integrate art into society. The students develop technical skills as well as more abstract qualities, such as an

individual style and professionalism, thus mirroring the University mission's mandate that programs should be both "student-centered and professions-oriented."

Art classes are taught in the thirty one thousand foot Gladys Woods Kemper Center for the arts. This facility includes outstanding studio space and appropriate equipment for the following media: painting, drawing, sculpture, ceramics, fibers, water based painting, oil painting, printmaking, electronic media, photography, Cox gallery.

For integrated study of the above mentioned media our gallery is outstanding. It features professional lighting, movable walls, two entrances, a gallery preparation room and exhibit storage spaces. Professional art and student works are exhibited in the 2,500 square foot Mildred Cox Gallery in the Kemper Center for the Arts on the William Woods campus. The Cox Gallery is open to the public, free of charge, Mondays through Fridays, 9 a.m.– 4 p.m., and Saturdays and Sundays, 1-4 p.m. This fine facility makes it possible to integrate gallery study and activities into the studio art curriculum.

Competitive Advantages

Several factors contribute to the advantage a studio art major enjoys at WWU. First, active professional artists comprise the faculty. They compete in regional and national juried art competition. and extend service learning projects to the community. Several serve on boards and community arts organizations. The faculties are highly successful in their chosen fields of art and work closely with students in small classes. The studios are new, well-equipped and lighted. The gallery offers students opportunity to view a wide range of professional art and meet diverse artists.

Another important aspect of the program is assessment. Each year, students turn in portfolios of their work to be evaluated by faculty and visiting artists. This serves two purposes. First, it gives the students professional feedback about their work. Second, it provides evidence of student learning for the assessment of the studio arts program. By comparing a student's art as a senior to their art as a freshman, one can gain an accurate view of the program's effectiveness in student learning.

Students in the studio arts program are encouraged, through exhibitions, portfolios, and projects, to become an active part of the community. This is true of both majors and minors who take studio arts courses to fulfill common studies requirement. In accordance with the university mission, the program seeks to place students in the professional world while maintaining their individualism and providing for life-long learning opportunities through the interaction between their art and the community.

Student Numbers

Online course were developed for art education methods courses. These could attract students off campus, transfer and possibly increase number of majors in art education.

Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. To see other careers in art we often advise and use the following website: http://www.artcareersinfo.com/

5) **FACULTY**

Terry Martin, Med, MFA   Full-Time   25 years of WWU service
Jane Mudd, MFA   Eull-Time   15 years of WWU service

Bob Elliott, MA   Full-Time   21 years of WWU service

Paul Clervi, MFA   Part-Time   43 years of WWU service
Susan Wood, MFA   Prt-Time   3 years of WWU service
Rebecca Moppin, MA, E.,S

Program Changes Based on Assessment
(Closing the Loop)

The faculty have reviewed the studio art assessment process and made some changes. One noted improvement was the advanced meeting with students to assign written questions for reelection about aspects of the portfolio review in advance of their presentation to evaluators. The first year evaluator Mr. Hal Moran, accomplished graphic designer, illustrator and public relations expert , St. Charles , MO was very helpful and established a good rapport with the students and other evaluators. We hope Mr. Moran will return in 2014. Graduating senior continued to lead and serve as mentors to the underclass students. Several seniors shared perspectives on their major and offered advice and encouragement to the under classmen. The learning outcomes (benchmarks) were addressed by advisers in addition to the scheduling of classes for next semester with special attention toward immediate feedback to students who participated in the portfolio reviews. Students who did not participate in the portfolio review process were sent a letter by the division chair and asked to respond promptly as to why they did not participate. Without reply and reasonable explanation they were informed they should seek another program of study.

Conclusion:

The primary feedback mechanism in place is the portfolio review and the critiques in the studio courses. The senior leadership of the meeting following the portfolio reviews improved knowledge and perception of the required assessment process for underclassmen. And with more advisor feedback the process should be strengthened. The art show open to all students who enroll in William Woods art classes and the senior exhibition were stronger by a consensus of the faculty in 2013. Pre Review written assignments were helpful. The following questions and pre evaluation work is as follows:

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.

Assessment Rubric Annual Assessment Report				
Assessment Component	**Assessment Reflects Best Practices**	**Assessment meets the expectations of the University**	**Assessment needs Development**	**Assessment is Inadequate**
Learning outcomes	☐ Posted measurable program learning outcomes (objectives) are routinely shared with students and faculty	☐ Measurable program learning outcomes (objectives). ☐ Learning outcomes are posted on the program website.	☐ Program learning outcomes (objectives) have been identified and are generally measurable	☐ Program learning outcomes (objectives) are not clear or measurable
Assessment Measures	☐ Multiple measures are used to assess a student-learning outcome (objectives). ☐ Emphasis on specific direct measures. ☐ Rubrics or guides are used for the measures. ☐ Measures are created to assess the impact on student performance. ☐ All measurements are clearly described.	☐ Specific measures are clearly identified ☐ Measures relate to the program learning outcomes (objectives). ☐ Measures can provide useful information about student learning.	☐ General measures are identified (e.g. student written assignment) ☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear. ☐ No assessment measures are established.
Assessment Results	☐ If not all learning outcomes (objectives) are assessed annually; a rotation schedule is established to assess all learning outcomes within a reasonable timeframe. ☐ Data are aggregated and analyzed in a systematic manner ☐ Data are collected and analyzed to evaluate prior actions to improve student learning. ☐ Standards for performance and gaps in student learning are clearly identified.	☐ A majority of learning outcomes (objectives) assessed annually. ☐ Data collected and aggregated are linked to specific learning outcome(s). ☐ Data are aggregated in a meaningful way that the average reader can understand.	☐ Data collected and aggregated for at least one learning outcome (objectives). ☐ Data collection is incomplete ☐ Standards for student performance and gaps in student learning are not identified.	☐ Learning outcomes (objectives) are not routinely assessed. ☐ Routine data is not collected. ☐ N/A Program is too new to have collected assessment data.

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate
Faculty Analysis and Conclusions	☐ All faculty within the program synthesize the results from various assessment measures to form specific conclusions about each performance indicator for a learning outcome (objectives). ☐ Includes input from adjunct faculty. ☐ Includes input from outside consultant.	☐ All program faculty receive annual assessment results and designate program or department faculty to meet to discuss assessment results in depth. ☐ Specific conclusions about student learning are made based on the available assessment results.	☐ Some program faculty receive annual assessment results ☐ Faculty input about results is not discussed. ☐ Conclusions about student learning are minimal.	☐ Annual assessment results viewed only by the faculty who authored the report. ☐ Faculty input is not sought. ☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	☐ All assessment methods, timetable for assessing, and evaluating the effectiveness of action plans are included. ☐ A comprehensive understanding of the program's assessment plan and suggestions, if needed, for altering assessment practices is articulated.	☐ Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. ☐ Description of action includes a timetable for implementation and identifies who is responsible for action ☐ Actions are realistic, with a good probability of improving learning or assessment.	☐ At least one action to improve learning or improve assessment is identified. ☐ The proposed action(s) relates to faculty conclusions about areas for improvement. ☐ Adjustments to the assessment plan are proposed but not clearly connected to data ☐ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	☐ No actions are taken to improve student learning. ☐ Actions discussed are not connected to data results or analysis. ☐ N/A Program recently started or too few graduates to suggest any changes.

By advising students, and better orienting them to the Portfolio Review and by students reflecting upon and answering the above questions, the student presentations were improved. We still need to move students away from subjective language of a personal nature toward more objective design language. We plan to reorient students in an effort to offset discontinuity that may have occurred from summer recess or orient new students and possible transfer students in the fall to allow for as much time to prepare work, learn appropriate presentation methods as possible.

Additional Comments:

Several program have modified the course matrix (with objectives) from "X" to a code of "I" Introduce, "R" Reinforce and "M" Mastery. This has helped them to conceptualize the role of the course in supporting the specific objective. It is not necessary to change the matrix; I mention it as an idea if it would help with assessing objectives.

In section 3: The major/Minor Assessment
What are the identified benchmarks for the objectives? At what level of success do the faculty in the program feel is appropriate? The benchmarks section should state, "the program is successful when XX% of students pass the portfolio with a proficient (or a numerical score)." What is in the benchmark column actually would fit better in the results column.

Program Objective	Method of Measurement	Benchmark of Success	Results/Outcome	Recommendation for Action	Date of Change	Results of Change*
Develop and recog-nize techniques and principles of design in their own as well as in other's works.	Written exams Oral reports Written reports Faculty Portfolio Review	All studio majors have progressed through Portfolio review process and are presenting port-folios to external evaluators and faculty. The senior thesis exhibition reflects excellence in this area of art production.	Measurement method assessing this objective more personalized with help of advisors Measurement method under review.	Meet with students before the assessment days of portfolio reviews and go over what will be evaluated and explain questions To be answered in preparation to the March 6 & 6 reviews/ .	03/11	Students were better prepared and responded to questions more directly and seemed to display more confidence. Better "Design Language" was applied to presentation of respective portfolios.

So the benchmark column should state the program goals. If the program is assessing this objective with written exams, oral reports, written reports and the portfolio review, then there should be goals outlined for each of the assessment measures. What is the desired score on written exams, oral reports, written reports?? Are these from course work or are these also part of the portfolio? These are just thoughts that I had while reading the report. It is ok for the measurement to be under review, as that shows that the program is working on improving the process, but what about the measurement is under review? The details here are important.

The use of outside evaluators is very beneficial to the program and is great for the assessment.
Another idea is that the objectives where student do not show the desired skill, the ranges need to be included on the chart. So let us know what the desired levels of skill are. The Portfolio rubric states differences in Fr, So, JR, Sr students, but what are the faculty agreed upon normal range of skills for the various classifications of students. Also, for the Recommended Action column, some of the actions could be related to course

assignments and presentations. It does not have to be tailored to Assessment day activities. Assessment day is only part of what we need for program assessment.

All but one objective states the "method of measurement is under review", what is the plan for review, is that the entire measurement, the rubric, the application of the measurement?? Also who is responsible for the revision of that measurement? Again, it is the details.

Thank you for including the Portfolio Rubric and the explanation on expectations on the portfolio. That is really helpful to me.

The report states,
> "The learning outcomes (benchmarks) were addressed by advisers in addition to the scheduling of classes for next semester with special attention toward immediate feedback to students who participated in the portfolio reviews. Students who did not participate in the portfolio review process were sent a letter by the division chair and asked to respond promptly as to why they did not participate. Without reply and reasonable explanation they were informed they should seen another program of study."

How were learning outcomes addressed by advisers, how was this documented? Does this mean during the regular advising session to pick the next semester courses? And what about he students who did not complete portfolios? How many did not complete them and how many left the major?