

**Assessment Trends Report
Student Learning Outcomes in the Art Department**

November 12, 2009

The goal of this report is to evaluate the assessment of student learning outcomes **in the Art Department**. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

x 2006 x 2007 2008 x 2009

The Art Department has established a long tradition of collecting student artifacts to assess their learning within the majors—Art Therapy, Computer Design, Art Therapy, Art Management, and BA Art. The faculty developed the assessment plan in 2005 and submitted annual assessment reports since 2006. The department has built a tradition of sustainable assessment and integrated assessment into every course from freshmen to senior.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

The art faculty has collected direct data from student learning in all courses to assess student learning. These data are primarily direct student artifacts such as art portfolios for studio areas, written assignments in art history as well as informational displays. The following chart clearly demonstrates that all learning goals are assessed by the data collected from students.

Goals	DATA COLLECTION
GOAL #1 Develop fundamental skills in 2D & 3D art forms	<i>Portfolio/project submissions (from AR 103, AR 104, AR 105) with subsequent faculty evaluation and group critique participation..</i>
GOAL #2 Creatively & professionally work beyond themselves in collaborative ways	<i>Build a professional portfolio from AR 381, AR 425, AR 470</i>
GOAL #3 Demonstrate mastery relative to their chosen area of art	Evaluation of immersion and practice in studio area from AR380 and AR 400
GOAL #4 Demonstrate the ability to analyze their art within the context of art history	<i>Evaluation of written papers, tests, and or projects from AR 304, AR 400</i>

While the data collection is comprehensive and systematic, data analysis, while involving all art faculty, relies heavily on written evaluations of faculty without referring to common rubrics for evaluation and analysis. The data analysis could be more comprehensive and systematic.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

The Art Department has established a tradition of sharing and discussing assessment at regular department meetings, especially at the beginning and the end of each semester. The department has deliberately used the analysis to improve curriculum and pedagogy. For example, the department has implemented its assessment recommendations in the following areas:

- eliminated Art Management as a major and are collaborating with the Tabor School of business to offer Art Business as a minor to replace the Art Management track.
- eliminated Art Education as a major and now collaborate with the School of Education to meet the needs of students wishing to get certified to teach art K-12.

The department's collaborative efforts with other departments, as a result of the assessment, have opened up many more opportunities for art students to prepare for their careers.

The 2009 Assessment report also identifies areas for improvement:

- Investigation of opportunities to implement a Design Camp for high school age students interested in Graphic Design, with an emphasis on hands-on projects centered around renewable or recycled material connected to industries in Decatur such as scap metal, scrap glass, recycled paper, recycled electronics, etc...
- Reconfigure the old woodshop to better handle our framing, matting and conservation needs within the department and overall campus.
- Finish what we can on the Carriage House as funds and manpower allow.
- . Work with our visiting sculpture artist Ron Ludlow to get another outdoor sculpture on campus. (Also, look at the circle space in front of Kirkland for a permanent sculpture.)
- Strengthen the Art Therapy program and work towards collaborative arrangements with the new Cancer Center near Decatur Memorial

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

Our department, after reviewing its assessment process in 2009, decides that our assessment methods have really worked well and there is no need for change in our assessment methods.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Art Department	3	2	3	3	11

Based on the four questions/criteria, the Focus Visit Leadership Team rates the Art Department as Green and concludes that the Art Department has established a strong tradition of assessing student learning in their majors and will need to continue their tradition and review their assessment method regularly. On a final note, while the data collection is comprehensive and systematic, the data analysis could be driven more by well-developed and commonly accepted rubrics.