Institutional Effectiveness Report

Name of Program:	Visual Arts Program
Year:	2017-2018
Name of Preparer:	Gregory G. Fry & D. Keith Best

Program Mission Statement

The visual arts program focuses on developing the artistic abilities of students within the liberal arts tradition. The purpose of the art major is to give students a solid foundation in the studio arts and develop visual awareness. The actual production of works in the studios, followed by critiques of their works, enhances the students' understanding. They are prepared for graduate school or for independent work in the arts through their coursework in the studio areas, supplemented by art history and related fields of study. Graduates of this program have gone on to graduate studies and jobs in art related careers.

Program Learning Outcomes (PLOs)

PLO 1.0: Students will have a solid foundation in the studio arts and art history.

PLO 2.0: Students will develop a heightened visual awareness.

PLO 3.0: Students will enhance their understanding of artworks through hands-on production of artwork.

PLO 4.0: Students will enhance their understanding of artworks through various critique methods employed in the evaluative process.

PLO 5.0: Students will be prepared for independent work in the arts and/or graduate school programs through their coursework in the studio areas, supplemented by art history courses and related fields of study.

Executive Summary of Report (one-page maximum)

- SLO 1-6 are doing well and are continuing to be maintained and adjusted appropriately.
- SLO 7: Steps taken with the candidates for the sophomore portfolio review in letting them know to watch GPA issues earlier in advising to avoid problems is helping with passage of the review.
- SLO 8: The senior exit exam has been given three semesters and we believe the 75% outcome is a viable target. From 2016-17 to 2017-18 it has gone from 71% to 73%. In the Fall of 17 there was a 70% median score and in the Spring of 18 there was a median score of 80%. Actions taken seem to be going in the right direction from the fall to spring semesters and have increased since last year's report *(see Appendix B)*.

Student Learning Outcomes (SLOs)

SLO 1.0. The percentage of students in ARTH 221 course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 2.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class presentations will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 3.0: The percentage of students in ARTH 221 course achieving 90% mastery on in-class essay writing will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 4.0: The percentage of students in ARTH 221 course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. PLO learning goals: 1, 2 and 5.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. PLO learning goals: 1, 2, 3 and 4.

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements, and pre-press will reach or exceed 75%. PLO learning goals: 1 and 2.

SLO 7.0: Sophomore portfolio review for graphic design candidates. Students will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis. PLO learning goals: 1, 2, 3 and 4.

SLO 8.0: The percentage of students achieving 75% mastery on the senior exit exam when demonstrating an understanding of basic drawing, two-dimensional design, art history and emphasis will reach or exceed 75%. PLO learning goals: 1, 2 and 5.

Assessment Methods
SLO 1.0: The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%.
DIRECT ASSESSMENT METHOD: grading of short visual ID test in ARTH 221
INDIRECT ASSESSMENT: regular course tests, game style quiz bowl used throughout semester for practice.

For art history courses to be of full service to art studio majors, students must learn the canonical artists, artworks, basic styles, techniques, and terms in order for the student's own creative output to be placed in meaningful historical context and be knowledgeably reflective of the full range of aesthetic possibilities.

SLO 2.0:
The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%.
DIRECT ASSESSMENT METHOD: grading of rubric sheet.
INDIRECT ASSESSMENT: students tend to emulate their more skilled classmates, especially when asked to evaluate the strengths and weaknesses of others; plus, many excellent on-screen presenters (at least a dozen) are showcased in class videos to serve as models.

Many skills are necessary for public speaking and being able to articulate the varied features and qualities of a visual work of art and conveying them successfully to a live audience.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%.
DIRECT ASSESSMENT METHOD: grading of rubric sheet
INDIRECT ASSESSMENT: the quality of a student's first day course questionnaire is often a strong indicator of vocabulary, grammar, and basic writing skills.

Collecting thoughts and ideas, then extemporaneously writing them into a coherent, grammatically correct, and concise form is a supreme yet fundamental academic skill to possess.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%.
DIRECT ASSESSMENT METHOD: grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book).
INDIRECT ASSESSMENT: Course questionnaire — students are asked directly about how they rate their own reading comprehension skills.

Reading comprehension is a traditionally weak area for Visual Arts majors across the nation so testing students' skills at discerning and inferring information from their college-level art history survey text is a primary course and life goal.
Demonstrating elements and principles of design through effective use of line, color, composition, and the human figure. This will enable the student to produce art pieces that are creative, well-crafted, and effective in communicating concepts of the artists choosing.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. **DIRECT ASSESSMENT METHOD**: Midterm exam based on software, textbook and lecture questions from the course. (Benchmark = 75%)

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements and pre-press. **DIRECT ASSESSMENT METHOD**: measured by multiple choice and short answer tests and will reach or exceed 75%. (Benchmark = 75%)

SLO 7.0: Graphic Design candidates will be able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric. (Benchmark = 80%)

SLO 8.0: The percentage of students achieving 75% mastery when demonstrating an understanding of basic drawing, two-dimensional design, art history and emphasis as measured by a senior exit exam will reach or exceed 75%. (Benchmark = 75%)

Assessment Results
SLO 1.0: The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. **DIRECT ASSESSMENT RESULTS**: 16 of 19 students met 90% target score (84% success rate); students are drilled on this material constantly throughout the course using thousands of practice visual images. PLO learning goals met: 1, 2 and 5.

SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. **DIRECT ASSESSMENT RESULTS**: 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. PLO learning goals met: 1, 2 and 5.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. **DIRECT ASSESSMENT RESULTS**: 15 of 19 students met 90% target score (79% success rate).
Slight improvement over previous year 74%, likely because of prior class was devoted to a 50-minute writing skills workshop. PLO learning goals met: 1, 2 and 5.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. **DIRECT ASSESSMENT RESULTS**: 15 of 19 students met 90% target score (79% success rate). PLO learning goals met: 1, 2 and 5.

SLO 5.0: The percentage of students in ART206 course achieving 75% mastery in understanding information on design technology and elements and principles of design will reach or exceed 75%. **DIRECT ASSESSMENT METHOD**: Midterm exam based on software, textbook and lecture questions from the course reached 80%. PLO learning goals met: 1, 2, 3 and 4.

SLO 6.0: The percentage of students in ART330 achieving 75% mastery in understanding information on typography, measurements and pre-press as measured by **DIRECT ASSESSMENT RESULTS:** two fifty-point multiple choice and short answer quiz reached 78%.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on tests was above the target. Data indicated that 78% achieved a rating of 75% or above. Since the goal was 75% the target was achieved. PLO learning goals met: 1 and 2.

SLO 7.0: Graphic Design candidates were able to demonstrate competence at the 80% performance level with a portfolio of foundation work for determining appropriateness of graphic design emphasis for progression in emphasis as measured by a departmental rubric and GPA requirements.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a passage rate of 80% on sophomore portfolio was achieved. Data indicated a

100% level of performance. Since the target was 80%, this target was achieved. PLO learning goals met: 1, 2, 3 and 4.

Fall 17: 1 students applied - 100% passage rate.
Spring 18: 6 students applied - 100% passage rate.

SLO 8.0: The percentage of students taking the senior exit exam (basic drawing, two-dimensional design, art history and emphasis) achieving 75% reached 73%.

DIRECT ASSESSMENT RESULTS: Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on the senior exit exam was 73% rating. Since our target was 75%, this target was not achieved *(see Appendix B)*. PLO learning goals not met: 1, 2 and 5.

Fall 17: 7 students - 68.57%
Spring 18: 6 students - 78.33%

Action Items
SLO 1.0. The percentage of students in course achieving 90% on art history identification test (artist, subject matter, style, technique, and/or terminology) will reach 75%. 16 of 19 students met 90% target score (84% success rate). The goal was achieved and no action is required at this time.

SLO 2.0: The percentage of students in course achieving 90% mastery on in-class presentations will reach 75%. 18 of 19 students met 90% target score (95% success rate); students have two opportunities to present, so they may learn from mistakes and correct deficiencies. The goal was achieved and no action is required at this time.

SLO 3.0: The percentage of students in course achieving 90% mastery on in-class essay writing will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 4.0: The percentage of students in course achieving 90% mastery on reading comprehension/critical thinking will reach 75%. 15 of 19 students met 90% target score (79% success rate). The goal was achieved and no action is required at this time.

SLO 5.0: Quizzes in ART330 to measure student's retention of information over subject material. This covers information on typography, measurements and pre-press.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on quiz was achieved. Data indicates 78% rating. Since the target was 75%, the goal was achieved. In 2017-2018, additional time was spent reviewing information and in-class examples of practical application of information related to typography, measurements and pre-press will be demonstrated prior to the quiz.

SLO 6.0: Midterm exam based on software, textbook and lecture questions from the course.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% or greater on quiz was achieved. Data indicates 80% rating. Since the target was 75%, the goal was achieved and no action is required at this time.

SLO 7.0: Graphic Design candidates were able to demonstrate competence with a portfolio of foundation work and maintain GPA requirements for determining appropriateness of graphic design emphasis for them.

Data collected during the 2017-2018 academic year indicated the percentage of students achieving a rating of 80% on passing Sophomore Portfolio Review was 100% as measured by the departmental rubric. The goal was achieved and no action is required at this time.

SLO 8.0: The percentage of students taking the senior exit exam (basic drawing, two-dimensional design, art history and emphasis) achieving 75% reached 73%.

Data collected during the 2017-18 academic year indicated that the percentage of students achieving a rating of 75% on the test was not achieved. Data indicates a 73% rating. Since the target was not achieved, the department will review outcomes and discuss and consider benchmarks from the data to bring about improvement in the student-learning outcomes expected. We will continue to consider test review methodology. We will also review the exit interview information for additional directions on how better to help the students *(see Appendix A).*