



[illegible]

# Course or Program Assessment Summary

Division: **Fine Arts**  
2015

Program: **Art Studio**

Date: **Spring**  
v. 3 2012

Courses in program: Please see Assessment Calendar for a complete list)

Faculty involved with the assessment and analysis: **Margaret Korisheli, Doug Highland, David Prochaska, Jarred Pfeiffer**

Course-to-program outcome mapping document\*\* is completed **Yes X**  
No \_\_\_\_\_

1	Student Learning Outcome Statements <b>X Program</b>	<b>AA Art Studio (1-6) and AA-T Studio Art (1-4)</b>  <ol style="list-style-type: none"> <li>1. Creatively apply the visual elements and principles of Design to art forms.</li> <li>2. Integrate form and content at the appropriate undergraduate level.</li> <li>3. Demonstrate technical skill and creativity in manipulating 2D and 3D media.</li> <li>4. Articulate concepts and processes of art at the college level, including command of basic art vocabulary.</li> <li>5. Create physical and digital portfolios that include a finished body of art works and professional written documentation.</li> <li>6. Assess professional artistic career and transfer options</li> </ol>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Using a rubric with the Program SLOs, each full-time art studio faculty individually assesses the electronic portfolios and written statements of all student who successfully complete Art 293: Portfolio Presentation. This course is a capstone exit class in which art students package and present their artwork. Students in Art 293 learn professional practices in art and explore the steps to moving from the community college to higher levels of art education and/or working and exhibiting in the art field.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	On February 6, 2015, the full-time art studio faculty met to collectively analyze the individual assessments of the portfolios of twenty Art Studio students who completed the Portfolio Presentation class in the fall of 2014.
4	Assessment Results Summary (summarize Data)	All instructors agreed that the majority of students solidly met the Program Student Learning Outcomes.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<ul style="list-style-type: none"> <li>• Students who have been with us longer (3-4 years) excelled in all or most outcomes. This is an argument for keeping the A.A. degree rather than switching entirely to the A.A.-Transfer degree.</li> <li>• A couple of students were clearly not ready for transfer. Their</li> </ul>

		<p>portfolios lacked the visual awareness and technical skills needed to move forward with their goals. These students need to be encouraged to take a few more classes so as to strengthen their skills before putting together a portfolio for transfer.</p> <ul style="list-style-type: none"> <li>• What makes a good portfolio for art related majors, such as fashion or cartooning, do not reflect the work done at Cuesta. It was suggested that the instructor photograph the critique board to show faculty who are assessing the program a wider scope of work by each student.</li> <li>• Artwork analysis (done later in the course) has been a good addition to the portfolio class.</li> <li>• Writing and editing is a bit of an issue. It was suggested that an English instructor be a guest lecturer in class and /or set students up for English tutoring. Certainly, all students should be encouraged to take an Art History class – as their writing generally improves based on the breadth of written assignments. Our full-time Art Historian is willing to meet with students to help edit. It is recommended for studio instructors to give more writing assignments and to be strict <del>about</del> regarding corrections and the final quality.</li> <li>• The question came up as to whether we should move Fine Art Review Day to December so that instructors could look at completed portfolios at that time and reinforce the recommendations from the portfolio class.</li> </ul>
6	Recommended Changes & Plans for Implementation of Improvements	<p>No changes are recommended for our degrees.</p> <p>It would help transfer students put together better portfolios if instructors that taught intermediate classes would:</p> <ol style="list-style-type: none"> <li>1. Give assignments that help the student find their individual voice.</li> <li>2. Have the students do more writing that involves analysis of artworks.</li> <li>3. Work with students to rewrite/edit papers to improve their writing abilities and specifically the application of the elements and principles of design in describing/analyzing artwork.</li> </ol> <p>Encourage all art instructors to give writing assignments that involve exhibitions in our gallery.</p> <p>Creating a course flow chart to help students move through the program efficiently and to let students know they should enroll in the</p>

		<p>portfolio class toward the end of their time at Cuesta.</p> <p>Additional planned program improvements/objectives can be found in the Art Studio 2014-15 CPPR.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Full-time instructors have ongoing dialogue in monthly division meetings and include part-time instructors in dialogue through discipline specific meetings and the evaluation process.