

Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Fine Arts**

Program: **Art Studio**

Date: **Spring 2013**

v. 3 2012

Courses in program, or course:

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

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

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p>x Course</p>	<p>Upon completion of the courses required for the AA in Studio Art, the students will be able to demonstrate the following skills and knowledge:</p> <ol style="list-style-type: none"> 1. Apply the abstract visual elements specific to art forms. <i>Elements of Design</i> Color, Light & Value, Line, Mass, Pattern, Shape, Space, Texture, Time & Motion. <i>Principles of Design</i> Balance, Dominance, Economy, Harmony (Repetition/Rhythm), Movement, Proportion, Variety 2. Integrate form and content at the appropriate lower division college level. 3. Demonstrate technical skill and creativity in manipulating basic 2D and/or 3D media. 4. Articulate concepts & processes of art at the college level, including command of basic art vocabulary. 5. Display appropriate ways of presenting finished art works
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Using a rubric with the Program SLOs, the full-time art studio faculty assess the electronic portfolios and written statements of each student who successfully completes 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</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>May 3, 2013</p> <p>Full-time Fine Arts Studio faculty met to collectively analysis the individual assessments of the portfolios of 18 Art Studio students who completed the Portfolio Presentation class in the fall of 2012.</p>

4	Assessment Results Summary (summarize Data)	All students met the outcomes, although assessing outcome #4 is still difficult with this process. The required cover letter and personal artist's statement was adequate for assessment for some students, but not all.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>The questionnaire students complete in the portfolio presentation class continues to be helpful for identifying the goals of Fine Arts students.</p> <p>The pending Graphic design degree discussed in the 2012 CPAS was put on hold while the college was on "show cause" accreditation status. We are now waiting for the state to release the AD-T degree in Graphic design and will pursue that degree instead.</p> <p>The LinkedIn site was not helpful for tracking transfer students. Maintaining the site and culling student information was too time consuming.</p> <p>We did not revise the assessment form, but plan to revise and update with revised Program SLOs next year.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Although the level of writing was greatly improved in the portfolio class this year, it is still difficult to assess # 4: The student's ability to articulate concepts and process of art at the college level, including command of basic art vocabulary. The portfolio instructor, Doug Highland, has agreed to assign a paper that requires the student to write both formally and conceptually about an artist that influenced them. This will help the student write a better statement about their own work and will assist in the assessment process.</p> <p>Modify the form to create more unity in the instructors' assessment and update with new Program SLOs.</p> <ul style="list-style-type: none"> ▪ Move from a Yes/No response to: ▪ Excelled / Solidly met / Minimally met / Didn't meet ▪ Add overall comments section <p>We revised our Program SLOs and added one new SLO (effective fall 2013):</p> <ol style="list-style-type: none"> 1. Creatively apply the visual elements and principles of Design to art forms. Elements of Design: Line, Shape, Value, Texture, Color, Mass, Space, Time and Motion. Principles of Design: Balance, Proportion, Dominance/Emphasis, Harmony/Repetition, Movement, Economy, Variety/Contrast.

		<ol style="list-style-type: none"> 2. Integrate form and content at the appropriate undergraduate level. 3. Demonstrate technical skill and creativity in manipulating 2D and 3D media. 4. Articulate concepts and processes of art at the college level, including command of basic art vocabulary. 5. Create a physical and digital portfolio which includes a finished body of art works and professional written documentation. 6. Assess professional artistic career and transfer options.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>Three full-time and two part-time instructors met to discuss the results of the assessment. We started by offering what we felt were strengths of our program and then suggested program improvements:</p> <p><u>Program Strengths:</u></p> <p>Engaged Instructors</p> <p>Instructor's embody high level of expectations for students</p> <p>Strong link between course SLOs and Program SLOs</p> <p>Faculty have made a concerted push to integrate technology into the classrooms. New smart classrooms have enabled a broader spectrum of art to be shown thereby strengthening links to Program SLOs.</p> <p>The Gallery: Stimulating professional art exhibitions and the student show expand students' view of art and complement assignments in the classroom.</p> <p><u>Suggested Program Improvements:</u></p> <p>Increase part-time faculty awareness of our program mission and assessment, the link between program and course SLOs, and the relationship of these areas to student success. Plan and present a presentation for opening day fall 2013.</p> <p>We need a new flow chart for students progressing through the program. Possibly include G.E. courses for a complete degree plan.</p>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>