

Studio Art (BA)

 Program-62

Annual Assessment Plan

1

2 **4.2/4.3 A - ability to analyze art**

Demonstrates an ability to analyze art and write in a clear and coherent fashion.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ARTH 209/309 -- Using one specific criterion on the rubric for ARTH 209/309 paper	Rubric TBD	Every 4 years starting 2018

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

The department discussed if this was indeed the best place to have this assessment occur? We agreed that ARTH 209 and ARTH 309 only are offered every other year. and may not be the best course to assess this learning outcome - but we already

assess content from ARTH 111 (methods and theories) and heavily from the Senior Art Seminar course. We discussed the possibility of using a foundational level studio course to also assess this outcome.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

- 3 **4.2/4.3 F - concentration area**
Displays mastery and depth in concentration area

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline



Measures	Targets	Timeline
Creation of a related body of	75% of students receive an	Every 4 years starting 2018

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Senior Exhibit / 75% receive an 85/100 "body of work"

Does "quality of Work" reflect their "final grade?"

Spring 2022 RESULTS = Quality of work = 19 out of 22 students 85 or above (86%)

Final Grade = 18 out of 22 students 85 or above (82%)

The department discussed the disparity between the B.A Senior Students and the B.F.A. students in their senior shows. We agreed that the two different exhibitions this spring revealed an appropriate difference in quality and skill between the different degrees - and the assessment target had been met.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No revision required - since the students are meeting the appropriate target and exhibit the skills the department desires.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Faculty teaching the senior exhibit course for Spring 2022 will be looking more closely at grade inflation - and the department will review this again. To rewrite the target for more clarity. Are we looking at "quality of work" or the "final grade" for the



class.

4 4.5 A - connections

Displays an incipient understanding of the historical and formal connections between Christianity and the visual arts.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 493 – Art Seminar Paper: Integration paper	75% of students receive an 85/100 or above on the assignment	Every 4 years starting 2018

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Art Seminar Integration Paper – 75% receive 85/100 or above

Fall 2021 RESULTS = 20 out of 26 students (77%), of note is 3 students 0/100 (didn't turn in final paper)

DISCUSSION: The faculty noted that we had a hard past year - and found it very abnormal that three students would choose to NOT even turn in a final paper for a course. Despite this, we still met the target - and found it appropriate for the skill level of our seniors students.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

No action plans, the department is adequately maintaining the assessment target for the learning outcome.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

5 **4.2/4.3 D - critique work**

Demonstrates ability to critique work using appropriate terms and concepts

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.



Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Sophomore review Criterion #2 (presentation)	Out of 5 categories (0,1, & 2 possible points for each) – the average score for criterion #2 = 75% above 5.0	Every 4 years starting 2016

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

no action plan.

6 **4.1 C - cultural context**

Demonstrates ability to identify, themes, historical time periods and cultural context of visual arts

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ARTH 150, ARTH 151 -- Art History "Cultural Context" paper	75 % of student receive an 80 or above on "Cultural Context" Paper – utilizing a rubric to assess both learning outcomes	Every 4 years starting 2017

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Since both ARTH 150 and ARTH 151 have changed significantly with prioritization - and now function as a very large 60 seat "art appreciation" course for both majors and non majors, the department should reevaluate how we use this paper for assessment.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Review the course assignments, and decide if this is still an adequate measure for this learning outcome.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.2/4.3 E - emerging technologies**

Applies emerging technologies to solving visual problems/projects

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 112, ART 236, ART 237 -- Create a signature assignment in each course and use a common rubric in foundational GD&DA courses	75% of students receive an 85 on the assignment	Every 4 years starting 2017



4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.4 B - employment possibilities**

Demonstrates the ability to relate studio experience to employment possibilities.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
ART 483, ART 485, ART 487 -- Resume/portfolio building assignment	75% of students receive an 85 on the assignment	Every 4 years starting 2016

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **4.5 B - faith**

Displays an ability to articulate the relationship between faith and creative work.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



Measures	Targets	Timeline
ART 493 – Integration Paper	75% of students receive an 85 on the assignment	Every 4 years starting 2019

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

10 **4.2/4.3 C - foundation level projects**

Demonstrates ability to compose and execute foundation level projects.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Sophomore review Criterion #1 (art work)	Out of 7 categories (0,1, & 2 possible points for each) = 75% of students score above a cumulative score of 7.0	Every 4 years starting 2019

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Revisit the sophomore review scores next year to see if it is a pattern or a strong class.

11 **4.1 A - foundational design skills**

Demonstrates and applies a basic knowledge of foundational design skills used for composing & evaluating visual arts.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Sophomore review Criterion #1 (art work)	Out of 7 categories (0,1, & 2 possible points for each) -- 75% of students score above a cumulative score of 7.0	Every 4 years starts 2016

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Revisit the sophomore review scores next year to see if it is a pattern or a strong class.

12 4.4 C - marginalized sectors

Applies skills in the service of not-for-profits and marginalized sectors of society.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 347 – Final grade for course?	75% of students receive an 85 on the assignment?	Every 4 years starts 2017

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the



Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

13 **4.4 A - professional**

Presents a first hand knowledge of working with professional in their field

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ART 494 – Senior dinner with professional alumni giving presentation	95% attendance required	Every 4 years starting 2019



- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Our hopes is that returning to a normal semester the attendance will improve. Will revisit next year.

14 **4.1 B - relationship**

Demonstrates an understanding of the relationship between the arts and other areas of study such as history, philosophy, religion, social sciences, and technology.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.



Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ARTH 150, ARTH 151 -- Art History "Cultural Context" paper	75 % of student receive an 80 or above on "Cultural Context" Paper – utilizing a rubric to assess both learning outcomes	Every 4 years starting 2017

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

15 **4.2/4.3 B - research**

Demonstrates an ability to research, process and write about the visual arts

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.
- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ARTH 111 – Critical Approach Paper?	75 % of student score 86 or above	Every 4 years starting 2018

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Change the measure to the presentation instead of the paper.

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year’s assessment results, or if the department has identified additional issues that require action plans, describe the specific,

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	 Assessment plan is not implemented.	 Most aspects of plan are being implemented or all aspects are implemented to some degree.	 Assessment plan is fully implemented.	 Plan is faithfully executed and modified/evaluated as needed.

2

Explanations:

3

Engagement

	1	2	3	4

	1	2	3	4
<p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p style="text-align: center;"></p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p></p> <p>Some targets are missing.</p>	<p></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

Studio ART--Overall things seem a little more together in the studio art assessment. I will note, however, that you have a number of objectives only being measured every four years and the institutional goal is that all objectives would be assessed at least once every three years. If there's a good reason that there has to be an exception that could be OK, but we're shooting for having all objectives measured and assessed at least three times in every 10 year Middle States cycle. Also, more generally, you could still shoot for having multiple measures associated with each objective--
Pete

CLOSE AND EXIT