



Associate of Arts in Art Program Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to ktthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

1. **Program: Fine Arts**
2. **Department: Visual Arts**
3. **School: School of Fine Arts and Humanities**
4. **Person(s) Responsible for Developing Plan: Linda Ryan with input from the Visual Arts Department.**
5. **Email: lryan@caspercollege.edu**
6. **Phone: 307.268.2663, 307.268.2671**
7. **Date Submitted: 11/10/11**

1. Does this program offer distance learning? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

The mission of the Visual Arts Program is to provide students with a basic education based on a foundation of both traditional and contemporary practices and ideas, in accordance with the highest professional standards. Our goal is to inspire artists to develop and create effective and analytical visual communication by cultivating their individual talent, potential and personal voice. This program serves as the foundation for further study and meaningful participation in contemporary society.

This is a liberal arts degree program with emphasis on general education coursework. *From the CC Handbook 2011-2012* description of the program: This course of study is intended for the art major transfer student who will enter a Bachelor of Arts program.

2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)

Students will design and create a sequence of projects that demonstrate:

1. Proficiency in drawing
2. Proficiency in Visual organization
3. Proficiency in the language of three-dimensional form
4. Applying knowledge of Art History/ Art Criticism

5. Good craftsmanship
6. Project research, information gathering and development of ideas
7. Understanding and the ability to explain current trends in the arts

3. Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)

The student learning outcomes are rooted in the principle disciplines of art, aligning with professional standards and express the goals and objectives of the Visual Arts Department to further its mission and goals.

4. Describe how and who will use assessment findings.

The assessment finding will be used annually by the faculty to track alignment with industry standards and technologies and will be reviewed biannually by the program director and the Dean to insure mission, goals and objectives are being met.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student-learning outcome with each of the following items:

- (A) How/where program outcomes are learned,
- (B) What evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) How the evidence/indicator(s) will be collected and by whom,
- (D) How the evidence/indicator(s) will be analyzed and by whom, and
- (E) How assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
1. Comprehends concepts from lectures and readings	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 1150 Art History I ART 2020 Art History II	Successful completion of studio projects, homework assignments, sketch books , and/or written exams.	Before each project is collected for grading on the sketch or finished project due date, an in-class group critique and discussion is held, which provides immediate	Student scores are based on a rubric designed by the both faculty and the students to provide students with assessment of the strengths and weaknesses of each component of the	At the end of the Freshman year all majors submit a portfolio of class work to be reviewed by all art faculty. Included is a reflection statement by the student about the

	ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I		feedback to the student from both faculty and peers and alerts faculty to any potential problems with the specific project.	finished project. Students may also comment on the class through course evaluations at the end of the semester.	learning experience. All graduating students must take the ART 2141 Professional Practice In the Arts course. In the future the results of the two reviews will then be discussed at the final Faculty meeting to address any needed changes for the next year.
2. Exhibits creative and critical thinking by developing new ideas	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
3. Demonstrates ability to use the elements of design	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
4. Demonstrates ability to apply principles of design	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2050	See above statement	See above statement	See above statement	See above statement

	ART 2210 Painting I ART 2310 Sculpture I				
5. Exhibits a fluency in the vocabulary of art	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
6. Produces evidence of appropriate research	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
7. Ability to communicate visual ideas both written and orally	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
8. Projects are well crafted	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I	See above statement	See above statement	See above statement	See above statement

	ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I				
9. Demonstrates proficiency in the proper use of tools and materials	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement
10. Exhibits appropriate presentation of work	ART 1050 Drawing I ART 1110 2-D Design ART 1120 3-D Design ART 1130 Color Theory ART 2010 Art History I ART 2020 Art History II ART 2035 Art History III ART 2210 Painting I ART 2310 Sculpture I	See above statement	See above statement	See above statement	See above statement

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

In Fall 2011, the Assessment Plan will be generated for submission to the Program Director and Dean for review as well as the Assessment Committee. Any suggested edits to the plan would then be made. Visual Arts instructors will collect information from their respective areas and share their findings at department meetings in spring semester of 2012 through the Freshman Evaluation process. All Visual Arts faculty will participate in the development of an action plan based on discussion and review of these findings at that time. All Visual Arts faculty will be involved with evaluating the effectiveness of this plan. Department meetings will be used to interpret these findings and develop an action plan as needed.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. Describe the process through which your academic unit created this assessment plan. Include:
 - a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)
 - Late fall every year

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*
 - Through classroom participation, peer-to-peer and instructor-lead critiques, and course evaluations.

- c. *What external sources were consulted in the development of this assessment plan?*
 - National Association of Schools of Art and Design, National Assessment for the Arts Conference, along with input from the Assessment Committee.

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*
 - The Department of Visual Arts faculty and the Dean of the School of Fine Arts and Humanities support this process.