



## Associate of Arts in Art Education 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 [kthatcher@caspercollege.edu](mailto:kthatcher@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: Art Education**
2. **Department: Visual Arts**
3. **School: School of Fine Arts and Humanities**
4. **Person(s) Responsible for Developing Plan: Valerie Innella, Ph.D.**
5. **Email: [vinnella@caspercollege.edu](mailto:vinnella@caspercollege.edu)**
6. **Phone: 307.268.2060**
7. **Date Submitted: 11/10/11**

1. Does this program offer distance learning? 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.*

*From NASAD Self-Study:*

Purpose of the Visual Arts Department:

The Visual Arts Department will provide a quality visual arts education based on a foundation of both traditional and contemporary practices and ideas. Consistent with the mission, philosophy and institutional purposes of Casper College, this education serves as the foundation for further study and meaningful participation in contemporary society.

*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 Fine 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.)*

### Learning Outcomes:

- 1) Applying Foundations in Drawing, 2-D, 3-D and Color Theory
- 2) Ability to create a lesson plan and implement the plan
- 3) Applying knowledge of Art History/ Art Criticism
- 4) Understanding and the ability to explain current trends in arts education
- 5) Executing a professional exhibition/resume/artist statement
- 6) Execution of techniques in a variety of artistic media

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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.?)

These Learning Outcomes prepare students for transfer to complete a Bachelor's degree in Art Education as well as the purpose of the Visual Arts Department. The Learning Outcomes listed allow the student opportunity to develop curriculum for the elementary art education classroom, and be aware of assessment within the art education classroom. These Learning Outcomes are rooted in the academic disciplines or Studio Art, Aesthetics, Art History, Art Education, Education and Art Criticism.

4. Describe how and by whom assessment findings will be used.

Direct evidence is reviewed by the Instructors for the program courses, the Program Advisor for any degree changes, the Program Director (Department Chair) for Departmental Review submissions and the National Association of Schools of Art and Design (next review 2019) along with the Casper College Dean of Fine Arts and Humanities with the Vice-President of Academic Affairs (presented as part of the Departmental Review every three years (next review November 2011)). Findings will be used for any degree and/or individual course modifications.

## 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)Applying Foundations in Drawing, 2-D, 3-D and Color Theory	ART 1050 ART 1110 Art 1120 Art 1130	Studio art projects in each course	Grading Rubrics and Freshman Review procedures	The Program Advisor suggests any modifications to the degree plan or course units based on evidence	Discussions at Visual Arts Department Meetings, Departmental Review and NASAD

2) Ability to create a lesson plan and implement the plan	ART 2073 EDFD 2020	Creating a Lesson Plan	Grading Rubrics	Evidence is reviewed as a grade by the Program Advisors	Education Faculty share with Program Advisors
3) Applying knowledge of Art History/ Art Criticism	ART 2010 ART 2020 ART 2035 and studio courses listed for #1 and #6	Research papers on specific era in the history of art and tests, class discussions	Grading Rubric, Writing Center feedback and Freshman Review Process	The Program Advisor suggests any modifications to the degree plan or course units based on evidence	Discussions at Visual Arts Department Meetings, Departmental Review and NASAD
4) Understanding and the ability to explain current trends in arts education	ART 2073	Written assignments, tests, and class discussions	Grading Rubrics	The Program Advisor suggests any modifications to the degree plan or course units based on evidence	Discussions at Visual Arts Department Meetings, Departmental Review and NASAD
5) Executing a professional exhibition/resume/artist statement	ART 2141	Presentation of artwork in the Goodstein Art Gallery	Review /Observations of Art and Signage in the Gallery	Evidence shared with other Institutions such as transfer representatives from the Art Department at UW during the Annual Symposium	Discussions at Visual Arts Department Meetings, Departmental Review and NASAD
6) Execution of techniques in a variety of artistic media	ART 2090 or ART 2095 ART 2210 ART 2310 ART 2410	Studio course work and sketchbooks in the listed courses	Grading Rubrics and Freshman Review procedures	The Program Advisor suggests any modifications to the degree plan or course units based on evidence	Discussions at Visual Arts Department Meetings, Departmental Review and NASAD

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

### **Responsibility**

The responsibility for completing the assessment plan is the program advisor with review by the CC Assessment Director and committee.

### **Timeline**

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 will be made. In Spring 2012, assessment will focus on Learning Outcomes 2, 4 and 5 because the related classes will be offered. In successive semester Learning Outcome 3 will be reviewed. In Spring 2013, the focus will be on Learning Outcomes 1 and 6.

## Process

Data will be gathered by Instructors and reviewed by the Program Advisor then shared with the Program Director (Department Chair) and Visual Arts Faculty for review. Department meetings will be used as a venue for the analysis.

## 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.)*

Direct evidence is reviewed by the Instructors for the program courses each semester, the Program Advisor for any degree changes each year, the Program Director (Department Chair) for Departmental Review submissions each year and the National Association of Schools of Art and Design (next review 2019) along with the Casper College Dean of Fine Arts and Humanities with the Vice-President of Academic Affairs (presented as part of the Departmental Review every three years (next review November 2011)).

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Student feedback is given through reflection assignments in individual courses, course evaluations and directly to NASAD during site visits.

- c. *What external sources were consulted in the development of this assessment plan?*

The NASAD guidelines were utilized for the degree plan. In addition, coursework is indirectly assessed through discussed with colleagues through the National Association of Art Education.

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

There are several faculty teaching foundation courses in the Visual Arts Department and two faculty that can serve as degree advisors. In addition, adjunct faculty teach some core courses in this degree program.