

# SAMPLE PROGRAM LEARNING OUTCOME ASSESSMENT USING ROLL-UP METHOD

## Program: Art - Painting

### PLO

Apply the elements and principles of design with competent skill and technique with two and three dimensional media, including technology.

### Related Institutional Learning Outcome(s)

#### 3) Problem Solving

Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.

### Assessment Information

Year/Semester	Group Size	Sample Size	Assessment Method	Evaluation Instrument
Fall 2013	202	113	Problem-based Exercise	Other

### Assessment Description - Elaborate on the details of the assessment method. (e.g. length, Time in semester, Type, etc.)

This program assessment will be based on reviewing all recent assessments for the aligned course SLOS for Art 201, 202, 300, 304, 305, 306, 501, 502 and MM 100. Focus will be on meeting the benchmark, curriculum modifications and resource requests to look for patterns and/or significant concerns.

Assessed By: Paulsen, Deborah R. 1/17/2014

### Assessment Results

The overall score for all courses assessed was 85%. Five assessments did not have an overall score because they did not use the system correctly or were submitted before the online system existed. Two of the classes, Art 305 and 306, advanced painting classes, did not have an SLO that directly related to the PLO.

Curriculum Modifications included:

1. Art 501 (Fall 2011): Some students were not well versed in their analytical assessment of the compositions. I will spend more time focusing on their ability to see beyond imagery and their ability to recognize and implement the elements and principles in an objective way. I will create and give assignments where they are asked to assess art/compositions from their textbooks. To 'unsee' the image, and then examine how the artist utilized the elements and principles to communicate beyond the image. These assignments encourage students to 'breakdown' the artwork into the underlying compositions, and then to assess the 'abstracted' compositions based on analytical interpretations of these compositions utilizing the elements and principles emphasized. I will stress the importance of organization for the final packet.
2. 502 (Fall 2011): More time should be spent teaching about the use of shape, including negative and positive shape. Also, more lecture materials on the element of balance will be included. Whenever possible, each project should be critiqued in progress to encourage students to make corrections as their work is developed.
3. MM 100 (Fall 2009): Students performed well on this project. Most of the high scores were in the technical area and this is a result of students using proper tools to perform the activity. Poor scores occurred in the design area and are most likely a result of the students' lack of knowledge in Art concepts.

4. MM 100 (Fall 2009): Most students did very well on this project. Students scored lowest in image concept. The next time it is taught these areas will be expanded in the lecture and lab to include additional examples of ways images communicate. Also additional material will be added on the history of photography and imaging. During critiques of the image, increased emphasis will also be placed on concepts, ideas, and historical references in their images and images of other students.

### **Assessment Analysis**

There are a couple of concerns with the assessment. Two of the courses included in the matrix should be removed from supporting this PLO or the SLOs for the courses should be revised. Although the course supports elements and principles of design, since these are upper level courses, I think it is assumed that the students would be applying them, but the focus of these courses is more conceptual. Some assessments purposely did not utilize the rubric system that provides the overall benchmark score, which states that of 70% of the students achieve at least 70% on the rubric. Faculty will be encouraged to use the system for more meaningful results. Lastly, MM 100 needs to be reassessed as the assessments are three years old. Another concern is that none of the drawing or painting classes have noted any self-reflective comments for improvement. Faculty should be encouraged to be self-reflective, and seek out solutions and resources to improve the achievement of the learning outcomes. The two classes that seemed very concerned about the quality of the students' ability to meet the SLO were the design courses, Art 501 and 502. The Multimedia classes seemed concerned and one offered solutions to the problem while the other did not; this may be due to the fact that the old form being utilized did not have a box to fill in for curriculum modifications or resource requests. None of the classes requested resources.

### **Curriculum Modifications**

Curriculum Modifications Planned? YES

Consider removing the 305 and 306 from this PLO on the mapping plan. Raise the benchmark to "80% will score 80% or better on the rubric." Encourage faculty to utilize the online system to the fullest by entering a rubric, so that we can check benchmarks and more accurately compare PLO assessments. Encourage faculty to be more self-reflective in their assessments, since there is always room for improvement. Update: We have added a recommended Studio Sequence for Art Majors to the Schedule of Classes: Art 201, 501, and 502 Level I & Art 300, 204 and Multimedia 100 Level II. We expect this will help with the issues of not knowing the Design Elements and Principles by having the students take the foundation courses first without imposing strict prerequisites.

### **Resource Requests**

Any Resource Requests? YES

We need our new building to open. We need updated computers, software, equipment and facilities. We have been teaching many of these classes out of temporary buildings for 8 years.