**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: Fine Arts Studio Track**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Students will demonstrate an understanding and skilled use of a wide variety of materials, tools, and techniques. |
| Program Learning Outcome 2: | Students will demonstrate an understanding of the progression of art history and how it impacts their own art making. |
| Program Learning Outcome 3: | Students will successfully communicate concepts about art by using art terminology, art elements and principles of design to critique works of art created by others. |
| Program Learning Outcome 4: | Students will create and present a cohesive series of work which meets desired criteria and is professionally presented. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |
| ARTS 1303 | I, P, E | I, P, E | I, P, E |  |
| ARTS 1304 | I, P, E | I, P, E, A | I, P, E |  |
| ARTS 1311 | I, P, E | I, P, E | I, P, E | I, P, E |
| ARTS 1312 | I, P, E | I, P, E | I, P, E | I, P, E |
| ARTS 1316 | I, P, E | I, P, E | I, P, E, A | I, P, E |
| ARTS 1317 | I, P, E | I, P, E | I, P, E | I, P, E, A |
| ARTS 2323 | I, P, E, A | I, P, E | I, P, E | I, P, E |
| ARTS 2346 | I, P, E | I, P, E | I, P, E | I, P, E |
| ARTS 2348 | I, P, E | I, P, E | I, P, E | I, P, E |
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**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1: Students will demonstrate an understanding and skilled use of a wide variety of materials, tools, and techniques. | The Digital Portfolio Project in ARTS 2323-Life Drawing will require students to:   1. photograph and catalog a collection of their artworks created during program coursework and 2. prepare written documentation of their creations and the development of their skills in a variety of media while utilizing technology to create professional quality images.   Assessment will be made with the portfolio rubric which will look for evidence of:   1. Three fundamental techniques specific to the medium (i.e., design, drawing, and ceramics) 2. Skilled use of three tools appropriate to the media (e.g., charcoal, pencil, clay, etc.) 3. The use of three materials/media. | 80% or students or better score 70% or better on the portfolio rubric in ARTS 2323. |
| PLO #2: Students will demonstrate an understanding of the progression of art history and how it impacts their own art making. | The Museum Assignment in ARTS 1304-Art History II will require students to write an analysis of art works observed in a museum experience. Students will be required to demonstrate knowledge of techniques, design elements, cultural/political/religious/economic influences on the visual appearance of art works. | 80% or students or better score 70% or better on museum assignment rubric in ARTS 1304. |
| PLO #3: Students will successfully communicate concepts about art by using art terminology, art elements and principles of design to critique works of art created by others. | The Written Critique assigned in ARTS 1316-Drawing I will be an object-based, written analysis of artworks in which students will identify the elements and principles of Art and how their employment creates meaning for the viewer. Evaluation via the rubric will look for appropriate use of terminology and analysis of the use of art elements (i.e. line, shape, color, balance, value, etc.) and principles of design. | 80% or students or better score 70% or better on the written critique rubric in ARTS 1316. |
| PLO #4: Students will create and present a cohesive series of work which meets desired criteria and is professionally presented. | The Thematic Series Studio Project assigned in ARTS 1317-Drawing II will require students to create a collection of four (4) cohesive original artworks in which students will engage in professional practices including:  a) submitting a proposal and  b) an Artist Statement to address the stated desired criteria.  Students will be evaluated for how well:   1. their original artworks address the desired criteria 2. the student can explain the goals/objectives, significance, and project plan in the Proposal, and 3. the student can provide the viewer a better understanding of the works by, providing a written description of the works, connecting the works with an art context, and present the basis for the work in the Artist Statement. | 80% or students or better score 70% or better on thematic series rubric in ARTS 1317. |