Program Level Outcome (PLO) Assessment Report Summary

Program Level Outcomes for Visual Art:

Upon Successful completion of the Visual Art program, a student should be able to:

- Demonstrate effective technical proficiency in at least one medium of traditional visual art.
- Structure visual information to produce images or objects of intermediate level aesthetic quality
- Interpret and produce art works that communicate intellectually and emotionally
- Demonstrate an intermediate knowledge of the history of art
- Demonstrate an awareness of the influence of art and artists on the lives of all individuals, cultures, and societies

What we looked at:
We looked at PLO #1: Demonstrate effective technical proficiency in at least one medium of traditional visual art. In order to assess this program outcome, we focused on the ability of the students in the Art 3, Art 6A, Art 6B, Art 12A, Art 103 and Art 15B courses. In particular the case study involved a portfolio of final projects from each of the courses above. We utilized the portfolios to assess student technical proficiency in both two-dimensional and three-dimensional art works.

Art 3: Drawing
Assessment criteria:
Three portfolios in different medium (500 points).
These are reviewed with a rubric of harmony, balance, value, composition and technique -- each category is assessed 20%. There are also 15 weekend projects (25 points each) with a final assessment of a large-scale multi-media capstone composition.
16 students participated.

Art 12A: Design
Artistic expressions of various design elements of two-dimensional art. A series of 14 projects based on a point system using a rubric, with a final capstone project of designing a collage and replicating it in gouache. The initial projects are worth smaller number of points to the culmination of the semester with the capstone project (2000 points).

Art 6A and Art 6B: Painting
Design/composition, color choices, use of materials, painting skill, and knowledge gained technique

Art 103: Ceramics
Identify, differentiate between typical Pre-Columbian Mesoamerican and Peruvian Ceramic vessels, sculptural forms; proposals, sketches, research, tools.
The assessment was based on the results of an assessment project that incorporated the following: Forming a Zoomorphic Effigy Vessel Based on a Pre-Columbian Culture. Analyze, Craftsmanship, Self Evaluation and Process.
Art 15 A and 15B: Ceramics

Students will be able to create works of art in clay to express their ideas using construction and forming techniques, appropriate clay and glaze materials, and safe ceramic studio practices.

The assessment was based on the results of an assessment project that incorporated the following: Forming a Contoured Vessel Using the Coiling Technique
Analyze, Craftsmanship, Self Evaluation and Process.

What we found:

Art 3: Drawing

16 students participated.

- 2 of the 16 students assessed (12%) successfully completed > 95%
- 4 of the 16 students assessed (25%) successfully completed > 85%
- 8 of the 16 students assessed (75%) successfully completed > 75%
- 2 of the 16 students assessed (12%) successfully completed > 65%

14 of the 16 students assessed at > than 75%. In reviewing the 15 weekend assignments, points allocated should be higher, or the assessment of 75% should be raised.

Art 12A: Design

The initial projects are worth smaller number of points to the culmination of the semester with the capstone project (2000 points). The process is based on a rubric of design (20%), harmony (20%), balance (20%), rhythm (20%), and concept (20%) 19 students participated with:

- 5 of 19 students assessed (26%) successfully completed > 90%
- 5 of 19 students assessed (26%) successfully completed > 80%
- 7 of 19 students assessed (37%) successfully completed > 70%
- 2 of 19 students assessed (11%) successfully completed < 69%

Those students who did not achieve the SLO goal, but had the ability to do so, started to have difficulty with assignment #4, which introduces gouache.

Art 6A: Painting

A slight deficiency in paint handling techniques became apparent.

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<td>90.25%</td>
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3350 out of 4000
Art 6B: Painting
Early semester work indicated a more rapid development of skills and critical thinking. Weekend assignments were given during this portion of the term, and may be a significant factor in the results observed.

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86% Average All Students

Art 103: Ceramics
Despite equipment shortcomings, students responded to the challenges of the assignments well. Students ability to connect with a culture of the distant past, analyze, interpret, and produce art works from this perspective was remarkable.

Case study 1:
The goal of 70% of students achieve a C or better based on 20 points possible:
-1 of 2 students assessed (50%) successfully scored 17/20 points.
-1 of 2 students assessed (50%) successfully scored 15/20 points.

Case study 2:
2 of 6 students assessed (32%) successfully scored 19/20 points.
1 of 6 students assessed (16%) successfully scored 18/20 points.
We achieved higher than the minimum expectation of 70%. The actuals results were 100% met the minimum expectation. Based on the data; there were 4 items in the rubric:
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of the students received a score of 12/20 points or lower.

1 of 6 students assessed (16%) successfully scored 17/20 points.
1 of 6 students assessed (16%) successfully scored 16/20 points.
1 of 6 students assessed (16%) successfully scored 15/20 points.

Art 15A and 15B: Ceramics

Art 15A:
Students successfully executed their projects, however, they were hindered by old, malfunctioning studio equipment and outdated, missing, or broken tools.

Art 15B:
While student project results were generally good, some students had time management problems; whole others did not use correct terminology.

Case Study 1:
The goal of 70% of students achieve a C or better based on 20 points possible:
-3 out of 8 students assessed (38%) scored 20/20 points.
-2 out of 8 students assessed (25%) scored 19/20 points.
-2 out of 8 students assessed (25%) scored 18/20 points.
-1 out of 8 students assessed (12%) scored 17/20 points.
Case Study 2:
7 of 24 students assessed (28%) successfully scored 20/20 points.
5 of 24 students assessed (20%) successfully scored 19/20 points.
4 of 24 students assessed (16%) successfully scored 18/20 points.
3 of 24 students assessed (12%) successfully scored 17/20 points.
3 of 24 students assessed (12%) successfully scored 16/20 points.

We achieved higher than the minimum expectation of 70%. The actuals results were 100% met the minimum expectation. Based on the data; there were 4 items in the rubric:
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of the students received a score of 12/20 points or lower.

What our next steps are:

Art 3: Drawing
Emphasize more weekend assignments, in order for students to develop technical and compositional skill at higher rate. Weekend assignments could be further investigated, with more time in designing and enhancing technical skills. Utilize self-critique as well as peer analysis (group discussions)

Art 12A: Design
The challenging use of this unfamiliar medium (gouache) can be addressed by spending more time on primary instruction and practice.

Art 6A and Art 6B: Painting
Further development of weekend projects will be tried to help analyze the actual influence this type of assignment has on student outcomes.
Additional emphasis on this process through an additional painting project focused on the paint management process itself.

Art 103: Ceramics
Create new assignments that will further connect our students to this and other cultures of the period.

Art 15A and Art 15B: Ceramics
Art 15A:
Press for capital outlay in this area to provide proper equipment to enhance student learning.

Art 15B:
We will press for the acquisition of new equipment to facilitate more effective student workflow. Additional emphasis on ceramic terminology will be applied.