



**ASSESSMENT RECORD FOR
DEPARTMENT OF**

Art and Visual Communication

(Academic Department Name)

Academic Years 2004-2006

(Assessment Period Covered)

October 23, 2006

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

AS, AA and AAS

BS, BA and BFA

Degree Level

(Associate, Bachelor's, Master's, etc.)

Associate

Bachelor's

Submitted By: Jim Godfrey

(Department Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR

Art and Visual Communications AS, AA & AAS

(Instructional Degree Program)

Academic Years 2004-2006

(Assessment Period Covered)

Associate

(Degree Level)

October 23, 2006

(Date Submitted)

Mission Linkage:

UVSC Mission Reference:

The Art and Visual Communications department is committed to providing a broad range of quality academic, vocational and technical opportunities to assist and encourage students in attaining their goals and developing their talents and potential both personally and professionally. Our two-year degrees are designed to meet student needs for occupational training and personal enrichment

Academic Master Plan Goals: We will create a vibrant teaching and learning environment with the expectation that our programs will be nationally competitive and of high quality. We will also expect excellence in scholarship, teaching and learning. We will encourage and promote student success

Intended Educational (Student) Outcomes:

1. **Students will demonstrate drawing competency**

2. **Students will demonstrate problem solving skills in visual design**

3. **Students will demonstrate computer literacy through competent use of emphasis specific software applications**

4. **Students will demonstrate knowledge of art/design history**

5. **Students earning an AAS degree will understand theory and demonstrate competency in one of the following areas: Computer Graphics, Graphic Design, Illustration or Photography**

ASSESSMENT REPORT FOR

Art and Visual Communication, AA, AS, AAS

(Instructional Degree Program)

Academic years 2004-2006

(Assessment Period Covered)

Associate

(Degree Level)

October 23, 2006

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1.

Student will demonstrate drawing competency

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Portfolio drawing competencies will be exhibited through quality workmanship, professionalism and independent experimentation with media and concepts. The Student's portfolio should include the following as a minimum:

- A. Contour Line and Gesture drawings
- B. Tone and Form drawings
- C. Depth and Spacial Illusions
- D. Proportion
- E. Texture and Mark Making

a. Summary of Assessment Data Collected:

2004-2005:

Number of portfolios reviewed: 23

Average drawing score of all portfolios: 2.56 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

2005-2006:

Number of portfolios reviewed: 10

Average drawing score: 2.50 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

a. Use of Results to Improve Instructional Program:

The average scores for students were about 2.5. As stated in the report of 2002-2004, this is the desired score. After the report for 2002-2004 was turned in, a significant change was made in the adjunct teachers who were being hired to teach the drawing courses. Those sought after were teachers with terminal art degrees, which the department hoped would increase the students' abilities to draw. We attribute the rise in drawing scores to be a result of this modification. We will continue to hire adjunct with MFA degrees to teach our drawing classes that

cannot be taught by full-time faculty.

After reviewing the assessment data and reviewing the scoring sheets used to evaluate the portfolios, the drawing faculty felt the criteria used to evaluate the drawings should be modified. They will modify the criteria in time for the next review cycle.

Second Means of Assessment for Outcome Identified Above:

_____ b. Means of Program Assessment & Criteria for Success:

On a separate note, each area of emphasis within the program has been assigned a coordinator. Coordinators meet regularly to discuss teaching, curriculum and department issues.

_____ b. Summary of Assessment Data Collected:

The coordinators felt that students were taking classes in a slightly haphazard fashion, making it difficult to build on what was being taught in some of the areas.

_____ b. Use of Results to Improve Instructional Program:

Curriculum was reorganized and revised to better help students take classes in a more chronological fashion. The foundation area was also reorganized to in hopes to improve the quality of the students' work.

ASSESSMENT REPORT FOR

Art and Visual Communication, AA, AS, AAS

(Instructional Degree Program)

Academic years 2004-2006

Associate

(Degree Level)

October 23, 2006

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2.

Student will demonstrate problem-solving skills in visual design

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Students will compose a portfolio that demonstrates creative and visual problem solving skills. The portfolio should include four original pieces that demonstrate an understanding of design and composition, including:

- A. Positive/negative space relationships
- B. Rhythm/Repetition
- C. Focal Point/Emphasis
- D. Squares/Modular design emphasis
- E. Graphic or computer generated designs
- F. Creative original composition and use of subject matter

a. Summary of Assessment Data Collected:

2004-2005:

Number of portfolios reviewed: 23

Average design score of all portfolios: 2.86 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

2005-2006:

Number of portfolios reviewed: 10

Average design score: 2.70 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

a. Use of Results to Improve Instructional Program:

The average scores for students were about 2.8. As stated in the report of 2002-2004, the desired score for this section is about a 2.5. No changes to this part of the program were deemed necessary.

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success:

As part of the process of beginning to offer a 4-year degree in art, we asked other colleges to scrutinize our program and give us suggestions regarding our program.

On a separate note, each area of emphasis within the program has been assigned a coordinator. Coordinators meet regularly to discuss teaching, curriculum and department issues.

b. Summary of Assessment Data Collected:

Weber State was the only college to provide significant feedback and dialogue. They suggested that there may be a need to add more art history classes as the program matures.

The coordinators felt that students were taking classes in a slightly haphazard fashion, making it difficult to build on what was being taught in some of the areas.

b. Use of Results to Improve Instructional Program:

The department overhauled its curriculum in all areas to provide a more consistent foundation of classes for all majors.

Curriculum was reorganized and revised to better help students take classes in a more chronological fashion. The foundation area was also reorganized in hopes to improve the quality of the students' work.

ASSESSMENT REPORT FOR

Art and Visual Communication, AA, AS, AAS

(Instructional Degree Program)

Academic years 2004-2006

Associate

(Degree Level)

October 23, 2006

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3.

Student will demonstrate computer literacy through competent use of emphasis-specific software applications.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Students will compose a portfolio that demonstrates computer literacy and understanding of graphics reproduction processes through competent use of at least three graphics software applications. Literacy will be demonstrated by showing competency in the following areas:

- A. Page layout
- B. Graphics
- C. Animation
- D. 3D Graphics
- E. Web Design

a. Summary of Assessment Data Collected:

2004-2005:

Number of portfolios reviewed: 23

Average software score of all portfolios: 2.65 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

2005-2006:

Number of portfolios reviewed: 10

Average software score: 2.65 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

a. Use of Results to Improve Instructional Program:

The average scores for students were 2.65. The desired score for this section is about a 2.5. Historically, students majoring in graphic design have shown a greater ability to use software than their counterparts outside the graphic design area. After the 2004-2005 academic year occurred, the faculty who taught computer software met to discuss ways to strengthen the class to best meet the needs of all art majors. It was decided that the number of software programs taught would be decreased from 5 to 3. The purpose was to give students a more

thorough understanding of the software most commonly used in the industry, as opposed to more of a survey of the programs, as had been done previously. Consequently, curriculum for the AVC 1400 class was changed in the summer of 2005 to give students a more in-depth understanding of three key software: the Adobe Creative Suite. The above criteria will be revised to reflect this emphasis.

Second Means of Assessment for Outcome Identified Above:

_____ b. Means of Program Assessment & Criteria for Success:

Each area of emphasis within the program has been assigned a coordinator. Coordinators meet regularly to discuss teaching, curriculum and department issues.

_____ b. Summary of Assessment Data Collected:

The coordinators felt that students were taking classes in a slightly haphazard fashion, making it difficult to build on what was being taught in some of the areas.

_____ b. Use of Results to Improve Instructional Program:

Curriculum was reorganized and revised to better help students take classes in a more chronological fashion. The foundation area was also reorganized to in hopes to improve the quality of the students' work.

ASSESSMENT REPORT FOR

Art and Visual Communication, AA, AS, AAS

(Instructional Degree Program)

Academic years 2004-2006

Associate

(Degree Level)

October 23, 2006

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

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4.

Student will demonstrate a knowledge of art/design history.

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Faculty who teach the art history courses will use essays written in class to evaluate their teaching. Each faculty will review approximately 15% of the final essays written in 1000 and 2000 level classes. Faculty will evaluate the essays based on the following criteria:

- Demonstrate competent writing skills (grammar, composition, etc.)
- Demonstrate competency in expressing in written form concrete and abstract concepts or theories related to art
- Demonstrate a knowledge of art history through a knowledge of movements, artists and impacts of past events on art
- Demonstrate a in-depth knowledge of the aesthetic qualities of art

a. Summary of Assessment Data Collected:

We have not collected data in this area.

a. Use of Results to Improve Instructional Program:

Our main focus in this area is getting the art history faculty onboard. A less formal evaluation occurs with each teacher on a regular basis as he/she looks at the overall performance of students on essay writing. Feedback has been provided in this area during faculty meetings. The department realizes, however, that this is not sufficient and that the process should be formalized.

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success:

Each area of emphasis within the program has been assigned a coordinator. Coordinators meet regularly to discuss teaching, curriculum and department issues.

b. Summary of Assessment Data Collected:

As part of the process of beginning to offer a 4-year degree in art, we asked other colleges to scrutinize our program and give us suggestions regarding our program.

b. Use of Results to Improve Instructional Program:

Weber State was the only college to provide significant feedback and dialogue. They suggested that there may be a need to add more art history classes as the 4-year program matures.

ASSESSMENT REPORT FOR

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Associate

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October 23, 2006

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5.

For a student earning the AAS degree, he/she will demonstrate understanding of theory and competency in his/her chosen area(s) of visual arts (painting/drawing, 3D [sculpture, crafts, ceramics], computer graphics, graphic design, illustration, photography).

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Students will compose a portfolio that demonstrates competency in one of the areas enumerated above

Painting and Drawing

- Demonstrate competency using the elements and principles of design (line, color, value, shape, unity, variety, dominance, balance, etc.)
- Demonstrate perceptual drawing/painting skills
- Demonstrate conceptual drawing/painting skills
- Demonstrate control of chosen media

3- Dimensional Art

- Demonstrate the ability to execute works in three-dimensional space using the principles of design
- Demonstrate the proper use of scale and proportion within each work

Graphic Design

- Demonstrate competency using the elements and principles of design (line, color, value, shape, unity, variety, dominance, balance, etc.)
- Demonstrate competency in communicating visually, conceptually and typographically
- Demonstrate competency in the use of software applications
- Demonstrate competency in the use of major graphic reproduction processes

Illustration

- Demonstrate competency in visualizing both concrete and abstract concepts
- Demonstrate competency in creating and producing original visual ideas
- Demonstrate competency using the elements and principles of design (line, color, value, shape, unity, variety, dominance, balance, etc.)
- Demonstrate competency of chosen media(s)

Photography

- Demonstrate competency using the elements and principles of design (line, color, value, shape, unity, variety, dominance, balance, etc.)
- Demonstrate the competency in photographing both concrete and abstract concepts
- Demonstrate competency of darkroom techniques (both color and black and white)
- Demonstrate competency in use of lighting

a. Summary of Assessment Data Collected:

2004-2005:

Number of portfolios reviewed: ?? (data not recorded)

Average score for graphic design: 2.74 out of 4 possible

Average score for photography: 4 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

2005-2006:

Number of portfolios reviewed: 2 (1 each for graphic design and photography)

Average score for graphic design: 1 out of 4 possible

Average score for photography: 3 out of 4 possible

(see the sheet "Outcomes Assessment Standards" in Appendix A for a definition of the numbers used for scoring)

a. Use of Results to Improve Instructional Program:

With just two portfolios reviewed this past year, the department is verifying that that number is correct. It would seem logical to assume that number to be too low. If that is the case, greater effort needs to be made to make sure students comply with submitting their portfolios for review. If that is not the case, there is too little data to draw significant conclusions.

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success:

Each area of emphasis within the program has been assigned a coordinator. Coordinators meet regularly to discuss teaching, curriculum and department issues.

b. Summary of Assessment Data Collected:

The coordinators felt that students were taking classes in a slightly haphazard fashion, making it difficult to build on what was being taught in some of the areas.

b. Use of Results to Improve Instructional Program:

Curriculum was reorganized and revised to better help students take classes in a more chronological fashion. The foundation area was also reorganized to in hopes to improve the quality of the students' work.