



**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 BS, BA, BFA
(Instructional Degree Program)

Bachelor's
(Degree Level)

Academic Years 2004-2006
(Assessment Period Covered)

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 four-year degrees are designed to prepare students for employment and/or post-graduate education

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 proficiency

2. Students will demonstrate a knowledge of 3-dimensional art and competency in designing objects in a three dimensional space

3. Students will demonstrate a proficiency of problem solving skills in visual design

4. Students will demonstrate computer literacy through the proficient use of emphasis specific software applications

5. Students will demonstrate an in-depth knowledge of art history

6. Students earning a BFA degree will understand theory and demonstrate proficiency in on ot the following areas: Graphic Design, Illustration, Drawing/Painting, Ceramics/3-D, Photography

ASSESSMENT PLAN FOR

Art and Visual Communication

(Instructional Degree Program)

Bachelor's

(Degree Level)

Academic Years 2004-2006

(Assessment Period Covered)

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. Students will demonstrate drawing proficiency

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Painting and Drawing competencies will be exhibited through quality workmanship, professional and independent experimentation with media and concepts. The student's portfolio must include the following as a minimum:

- Demonstrate proficiency 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 proficiency of chosen media

a. Summary of Assessment Data Collected:

2004-2005:

Due to the fact that the 4-year degree in Art was not offered by the department until the Fall of 2004, there were no graduates until the summer of 2005. Therefore, no data was collected.

2005-2006:

Number of portfolios reviewed: 11

Average drawing score: 2.82 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 2.82. The goal for the department is 2.5.

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 would like more specific criteria to provide more information. 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:

After lengthy discussion, it was determined that two of the lower division drawing classes could be combined into one course. This would streamline the drawing foundation program and allow for more advanced instruction in subsequent classes

b. Use of Results to Improve Instructional Program:

See above.

ASSESSMENT PLAN FOR

Art and Visual Communication

(Instructional Degree Program)

Bachelor's

(Degree Level)

Academic Years 2004-2006

(Assessment Period Covered)

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.

2. **Students will demonstrate a knowledge of 3-dimensional art and competency in designing objects in a three dimensional space**

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Three-dimensional competencies will be exhibited through quality workmanship, professional and independent experimentation with media and concepts. The student's portfolio must include the following as a minimum:

- 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

a. Summary of Assessment Data Collected:

This outcome was officially added to the program in the Fall of 2006. Therefore, no data was collected during this reporting cycle. It is anticipated that data will begin to be gathered in the Fall of 2007, as this may be the first semester with students graduating that will have taken a class to address the criterium above.

(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:

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success:

When deemed necessary, and when financially supported by the school, the department will contract with an outside consultant to review the program.

b. Summary of Assessment Data Collected:

No review was conducted during this cycle.

b. Use of Results to Improve Instructional Program:

ASSESSMENT PLAN FOR

Art and Visual Communication

(Instructional Degree Program)

Bachelor's

(Degree Level)

Academic Year 2005-2006

(Assessment Period Covered)

March 13, 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.

3. Students will demonstrate a proficiency of problem solving skills in visual design

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Students will design and compose a portfolio that demonstrates creative problem solving skills. Portfolio must include at least four original pieces that demonstrate an understanding of design and composition including:

- a. Positive/negative space relationships
- b. Rhythm/repetition
- c. Focal points/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:

Due to the fact that the 4-year degree in Art was not offered by the department until the Fall of 2004, there were no graduates until the summer of 2005. Therefore, no data was collected.

2005-2006:

Number of portfolios reviewed: 11

Average design score: 3.18 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 score in design was a pleasant surprise. A desired average score is 2.5. No changes have been made to this portion of the curriculum.

Second Means of Assessment for Outcome Identified Above:

b. Means of Program Assessment & Criteria for Success:

The AVC Department, with institutional commitment and support, will hire evaluators as needed to assess instructional and student success.

b. Summary of Assessment Data Collected:

No review was conducted during this cycle.

b. Use of Results to Improve Instructional Program:

ASSESSMENT PLAN FOR

Art and Visual Communication

(Instructional Degree Program)

Bachelor's

(Degree Level)

Academic Year 2005-2006

(Assessment Period Covered)

March 13, 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.

4. Students will demonstrate computer literacy through the proficient use of emphasis specific software applications

First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Students will demonstrate computer literacy and understanding of graphics reproduction processes through the competent use of at least three graphics software applications. Literacy will be demonstrated by showing competency in any of the following areas.

- a. Page Layout
- b. Graphics
- c. Animation
- d. 3D graphics
- e. Web Design

a. Summary of Assessment Data Collected:

2004-2005:

Due to the fact that the 4-year degree in Art was not offered by the department until the Fall of 2004, there were no graduates until the summer of 2005. Therefore, no data was collected.

2005-2006:

Number of portfolios reviewed: 11

Average design score: 2.91 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 score in design was a pleasant surprise. A desired average score is 2.5. While the score is fine, significant were considered for the curriculum. . 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:

The AVC Department, with institutional commitment and support, will hire evaluators as needed to assess instructional and student success.

_____ b. Summary of Assessment Data Collected:

_____ b. Use of Results to Improve Instructional Program:

**ART AND VISUAL COMMUNICATIONS DEPARTMENT
OUTCOMES ASSESSMENT STANDARDS**

4. **EXPERT:** Implies a thorough understanding of art concepts and being skilled at doing them as a result of practice, training, and experience. Competent; original, quality workmanship; and professional display.

Skill & Observation: Simplifies and improves subject matter.

Formal Order: Composes using basic elements; selects references, techniques, and the right tools for the job.

Intent & Imagination: Expressive; brainstorms; combines information to solve new problems, and communicates individual feelings and ideas.

3. **ADVANCED:** Implies being very good at something, but not having complete mastery or originality. Proficient; quality; craftsmanlike; clean product.

Skill & Observation: High fidelity skill of rendering objects.

Formal Order: Concentrates on most important elements to emphasize ideas; good understanding of concepts.

Intent & Imagination: Interested, open to advice and new ways of looking; combines two or more references to create a drawing, moves objects around, experiments.

2. **IMPROVING:** The student is making consistent progress and growth in art skills and making good use of concepts. Developing; becoming better.

Skill & Observation: Taking time to observe carefully.

Formal Order: Begins to understand and apply abstract concepts and elements of art (space, shape, value, line, texture, and color).

Intent & Imagination: Open to a wide range of subject materials; gaining interest and freshness.

1. **NOVICE:** Lack of time and attention, insecurity to try new things; inexperienced and unskilled in art understanding of graphic skills.

Skill & Observation: Weak unpracticed, hurried. Symbols of objects rather than careful observation.

Formal Order: Shows little use of concepts, indifferent.

Intent & Imagination: Commonplace; popular, familiar; limited to cartoons, comic characters, following the crowd, fads.

Portfolio Review

Fall 2005 and Spring 2006

Process: Each portfolio review sheet consists of 3 areas to review: drawing, design and problem solving, and computer software. For students seeking AAS and BFA degrees, an added area of review is their chosen area of emphasis (painting/drawing, ceramics/3-d, graphic design/illustration, or photography). Each area corresponds with the educational outcome goals of the department. Students receive a score from 1-4 in each of the areas. Scores in all areas are added together for a composite score. Below are the results based on all of the portfolios reviewed. Last years numbers are in parentheses.

Number of Portfolios reviewed for 2-year degrees (AS, AA, AAS): 10

Average Score: Design (4 possible): 2.70

Average Score: Drawing (4 possible): 2.50

Average Score: Software (4 possible) : 2.60

Average Composite Score for 8 AS degrees (12 possible): 7.88

Average Composite Score 2 AAS degrees (16 possible): 9.50

Average Score Area of Emphasis – Photo, 1 degree (4 possible): 3

Average Score Area of Emphasis – Design, 1 degree (4 possible): 1

Number of portfolios reviewed for 2-year degrees (BA, BS, BFA): 11

Average Score: Drawing (4 possible): 2.82

Average Score: Design (4 possible): 3.18

Average Score: Software (4 possible): 2.91

Average Composite Score for 5 BS (12 possible): 9.40

Average Composite Score for 6 BFA (16 possible): 11.83

Average Score Area of Emphasis Painting, 1 degree: 3.00

Average Score Area of Emphasis: Photo, 1 degree: 4.00

Average Score Area of Emphasis: Design, 1 degree: 3.25

Summary: We seem to be doing a decent job in all of the areas. We still need to improve on the gathering of data. We need to make sure that students know about the portfolio requirement. We use posters to get the word out, but a more effective way is for the teachers, including adjuncts, to let the students know about it. We also need to make sure that students are including drawing, design and software examples in their portfolio no matter what their area of emphasis is. We also need to start evaluating our art history classes.

Portfolio Review

Fall 2004 and Spring 2005

Process: Each portfolio review sheet consists of 3 areas to review: drawing, design and problem solving, and computer software. For students seeking AAS degrees, an added area of review is their chosen area of emphasis (painting/drawing, ceramics/3-d, graphic design/illustration, or photography). Each area corresponds with the educational outcome goals of the department. Students receive a score from 1-4 in each of the areas. Scores in all areas are added together for a composite score. Below are the results based on all of the portfolios reviewed. Last years numbers are in parentheses.

Total number of portfolios reviewed: 23

Graphics Emphasis: 20

Painting/Drawing Emphasis: 2 (2 others omitted because of incomplete data)

Photography Emphasis: 1

Average Scores in Drawing, Design and Computer Software across all disciplines:

(4 possible)

Draw/Painting: 2.56 (1.71)

Design: 2.86 (2.24)

Software: 2.65 (2.5)

Average scores for chosen area of emphasis in AAS degree:

(4 possible)

Graphics: 2.74 (2.13)

Photography: 4 (2.5)

Average composite scores, AA and AS degrees:

Graphics: 7.78 (12 possible)

Painting/Drawing: 6 (8 possible)

Average composite scores, AAS degrees:

Graphics: 11 (8.75) (16 possible)

Photography: 9 (7) (12 possible)

Summary: We seem to be doing a decent job in all of the areas. What needs to improve is the gathering of the data. It is hard to believe that only 1 person graduated in photography last year, 4 in painting, none in illustration and none in 3-D. We need to make sure that students know about the portfolio requirement. We use posters to get the word out, but a more effective way is for the teachers, including adjuncts, to let the students know about it. Attached to this document is something you can photocopy and give to students who will graduate at the end of this semester or next.

AVC OUTCOMES ASSESSMENT EVALUATION

Student _____ Area of Emphasis _____ Evaluator _____

EDUCATIONAL OUTCOMES	1 (NOVICE)	2 (IMPROVING)	3 (ADVANCED)	4 (EXPERT)	TOTAL
(1) Student will demonstrate drawing competency through portfolio production that meets industry standards. <i>The portfolio must include the following as a minimum:</i> A. Contour Line and Gesture Drawings B. Tone and Form Drawings C. Depth and Spacial Illusions D. Portrait and Figure Drawings E. Texture and Mark Making					
(2) Student will design and compose a portfolio that demonstrates creative problem solving skills. <i>Portfolio must include at least four original pieces that demonstrate an understanding of design and composition including:</i> 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					
(3) Student will demonstrate computer literacy and understanding of graphics reproduction processes through competent use of at least three graphics software applications. <i>Literacy will be demonstrated by showing competency in at least three of the following areas:</i> A. Page Layout B. Graphics C. Animation D. 3D Graphics E. Web Design					
(4) Student will demonstrate a knowledge of design history.	 <input type="checkbox"/> AVC 2010 (1610) History of Art to the Renaissance <input type="checkbox"/> AVC 3220 (1220) History of Art from the Renaissance Grade Given: _____ <input type="checkbox"/> AVC 3220 (1220) History of Graphic Design 				
(5) Student will demonstrate understanding of theory and competency in their chosen area(s) of visual arts (painting/drawing, 3D (sculpture, crafts, ceramics) computer graphics, art history/art education or design/illustration) through presentation of a portfolio of work, writing assignments and tests.	Please fill out the appropriate area on the reverse side.				GRAND TOTAL

