

Please make any changes to the department's purpose statement, goals, or assessment cycle chart. Remember each SLO must be assessed between program review cycles.

Visual Arts Purpose Statement:

The McPherson College visual arts department provides 1) high-quality art instruction within the content areas of art production, art history, art criticism, and aesthetic inquiry, 2) unique art programs within the visual arts major, including graphic design, graphic design marketing, studio, art teaching Licensure as well as a hybrid major of auto restoration design in conjunction with the technology department, and 3) venues for the fulfillment of academic and professional goals of students pursuing a visual arts-related career within a liberal arts context and an entrepreneurial environment at a small private college in Kansas.

Visual Arts Goals:

- 1) Effectively execute and perform a variety of art skills with sensitivity and intelligence,
- 2) Communicate the ability to analyze and critique works of art,
- 3) Relate the creative process to life in personally meaningful ways, and
- 4) Apply skills and knowledge to arts-related opportunities and professions.

The visual arts department achieves these goals when graduates can:

Program Student Learning Outcomes	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
1. demonstrate knowledge of art elements and design principles	Strategic Planning	Strategic Plan Implementation	X					X		Program Review-Fall	
2. demonstrate performance in a variety of traditional and contemporary art media				X					X		
3. demonstrate abilities to analyze and critique works of art in verbal and written form				X							X
4. demonstrate meaningful connections of art to life through the development of perceptual skills;						X					
5. research, identify, and interpret Western and non- Western cultural contributions to art							X				
6. understand the qualities and the mentality needed to be a working, active artist and/or arts-related professional							X				
7. meet State Department of Education standards for certification in the area of art for those pursuing art teaching licensure								X			
8. demonstrate knowledge and skills with emerging technologies, both hardware and software, needed for opportunities and/or careers in the field of graphic design									X		

## **Visual Arts Program Assessment Report – 2017-18**

In summer 2017 prior to the fall faculty workshop our department had an internal department strategic planning session. During the session we focused on many initiatives for the department and we discussed changes that we as a department wanted to implement in regards to the two senior exhibition capstone classes.

### **The department decided to implement the following for our assessment goals for 2017-18:**

- Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project & then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show;
- **Direct assessment:** A unified rubric for the final exhibition project;
- A department faculty walk-through the morning of the exhibition opening using the unified rubric.
- An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment.

### **Student Learning Outcomes:**

**SLO:** Demonstrate knowledge of art elements and design principles.

**Means of Assessment:** The two courses below are the major capstone courses used with the unified rubric. Because some students “double track” getting emphasis in both studio and graphic design – it is possible for a student to be assessed at the same time while being in both the AR475 Senior Concentration & AR470 Graphic Design Senior Show courses. This 2018 senior exhibition we had two students in that situation.

**Example: Senior Exhibition Rubric:**

**GRADING RUBRIC FOR SENIOR EXHIBITION IN THE VISUAL ARTS**

- 4 – **DISTINGUISHED** STUDENT FULLFILLS REQUIREMENTS COMPLETELY
- 3 – **PROFICIENT** STUDENT FULFILLS THE REQUIREMENTS BUT NEEDS SOME ADJUSTMENT
- 2 – **BASIC** STUDENT FULFILLS SOME OF THE REQUIREMENT AND LACKS PROFESSIONALIS
- 1- **UNSATISFACTORY** STUDENT DOES NOT FULFILL THE REQUIREMENT AT ALL

**Name of Student:**

.....

Has the student established a specific focus and direction in selected media and / or aesthetic direction?  
Has the student produced a large body of work in the selected media / direction?

---

Has the student written a statement of work that accompanies the student's art work in the Senior Exhibition? This is a reflective self-analysis of their work which requires the student to address aspects of intent, personal meaning, artistic process, problem solving, conceptual content, and visual effectiveness of their own work.

---

If the student is pursuing certification to teach art\* have they included a personal philosophy of meaningful art education as part of the statement of work?

---

Does the student know how to present themselves and communicate their ideas as a professional artist in their art and verbally?

**Score:**

<p>Has the student documented their Senior Exhibition? Each student will photograph the work as documentation of their</p> <hr/> <p>Senior Exhibition. The Visual Arts Department will receive a duplicate digital file of the student's documentation for its permanent files.</p> <hr/> <p>How professional is the presentation of each piece of work? Are frames assembled properly? Do frames and mats visually fit the work? Are mats clean and are they cleanly cut or do mats and frames look sloppy?</p> <hr/> <p>Does the placement of works on the walls or in the space look comfortable? Is there appropriate spacing between works or do they appear "cramped?" Is there evidence that careful thought has been given to which pieces are displayed next to each other?</p> <hr/> <p>Is the environment of the show inviting? Has the student adjusted the lighting to accentuate the work so that it is pleasing to the eye? Are pedestals and cases placed so as to accent the work without impeding traffic through the exhibition? Does the entire exhibition space speak of visual and physical organization, or does the space look as though things have been placed in a haphazard manner?</p>	
<p>Total Score:</p>	
<p>Research Paper Score Non Teacher Ed: (Maximum 32)  Research Paper Score Teacher Ed: (Maximum 36)</p>	

### **Student Learning Results:**

Major 1: Rubric Score = Total score of 15

Major 2: Rubric Score = Total score of 23

Major 3: Rubric Score = Total score of 26

Major 4: Rubric Score = Total score of 14, Basic

Major 5: Rubric Score \*\*\*Both Tracks; Total score of 24

Major 6: Rubric Score \*\*\*Both Tracks; Total score of 23

\*\*\*\*This is the first year we have used the rubric, therefore we have no other results to compare to currently.

### **Student Learning Strengths:**

- All students scored well in areas of questions 1, 2, 8 & 9.

### **Student Learning Weaknesses:**

- Some areas where improvement is needed was in areas of questions 3 and 7. Some questions such as 4, 5 or 6 were not applicable to every student's exhibition situation and based off of this being the first time we have used the rubric, I would suggest to have two rubrics next time, one that is used on the day of the exhibition opening, and one that is used after the reception, (when the student's present).

### **At the summer 2018 department strategic planning sessions the department faculty decided to implement the following for our assessment goals for 2017-18:**

- **New Goals:** We are going to distribute to all majors a sketchbook at the beginning of the semester – this sketchbook will be required to be used in all of our classes and by the senior year will tie into the planned meetings with seniors and their senior exhibitions. The sketchbook will also be used as part of their assessment in the unified rubric.
- We are going to implement meetings with our majors just like we did with the seniors in the following order: **(Beginning & End of Academic Semester – Freshmen, Sophomores**

**& Juniors)** The students will be asked to talk about goals at the beginning of the semester, and then to present one project that they worked at the end of the semester.

---

- **We will continue with the following:** Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project & then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show;
  - A unified rubric for the final exhibition project;
  - A department faculty walk-through the morning of the exhibition opening using the unified rubric.
  - An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment.
- 

- **We will continue with the following:** Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project and then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show;
- A unified rubric for the final exhibition project;
- A department faculty walk-through the morning of the exhibition opening using the unified rubric.
- An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment.

<b>1. Select Your Department</b>	Visual Arts
<b>2. Has the program's purpose, SLOs, or program review year changed from the above document?</b>	No
Upload the edited Purpose/SLO doc here.	
<b>3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.</b>	No
Upload program review pdf.	
<b>1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.</b>	
-Artistic exhibition/performance	yes
-Capstone work product (e.g. written paper,	yes
-Portfolio of student work	yes
Please describe any other direct evidence gathered this year	
<b>2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.</b>	
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
<b>3. Please select how the evidence was evaluated, analyzed, or interpreted.</b>	
-Used a rubric/scoring guide	yes
-External organization/person analyzed the data (e.g. external accrediting/licensure organizations, standardized exam company)	yes
Please describe any other methods not listed:	
<b>4. Enter the number of students assessed for each SLO.</b>	30
<b>5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.</b>	See the following uploaded attachment.
<b>6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)</b>	<a href="http://app.captainform.com/upload_dld.php?fileid=42b6316aaa5102561de540c0b514dcd9">app.captainform.com/upload_dld.php?fileid=42b6316aaa5102561de540c0b514dcd9</a>
<b>7. What describes how the program plans to use the results?</b>	
-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)	yes
-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	yes
Please describe any other uses not listed:	We used a unified rubric in two of our seniors capstone courses, "Senior Concentration, & Graphic Design Senior Show." Both courses prepare seniors to develop their senior exhibitions - the rubric focused on: -Artistic exhibition/performance -Capstone work product (e.g. written paper, presentation, research) -Portfolio of student work

<b>8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?</b>	For the first time the department has implemented a process that be used from here on out based on what we learned from this year's changes that we implemented starting with the two senior exhibition capstone classes. Please see attachment for details.
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
<b>1. The department will submit a program review NEXT YEAR.</b>	No
<b>2. SLO(s) the department will assess NEXT YEAR is/are:</b>	- demonstrate performance in a variety of traditional and contemporary art media - demonstrate abilities to analyze and critique works of art in verbal and written form
<b>3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.</b>	
-Artistic exhibition/performance	yes
-Capstone work product (e.g. written paper, presentation, research)	yes
-Portfolio of student work	yes
Please describe any other direct evidence planned for next year:	Please refer to attachment uploaded.
<b>4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.</b>	
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	
<b>5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?</b>	85
<b>6. Is the department interested in learning how to apply for an assessment grant?</b>	No

## Visual Arts Program Assessment Report – 2017-18

In summer 2017 prior to the fall faculty workshop our department had an internal department strategic planning session. During the session we focused on many initiatives for the department and we discussed changes that we as a department wanted to implement in regards to the two senior exhibition capstone classes.

### The department decided to implement the following for our assessment goals for 2017-18:

- Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project & then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show;
- **Direct assessment:** A unified rubric for the final exhibition project;
- A department faculty walk-through the morning of the exhibition opening using the unified rubric.
- An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment.

### Student Learning Outcomes:

The two courses below are the major capstone courses used with the unified rubric. Because some students “double track” getting emphasis in both studio and graphic design – it is possible for a student to be assessed at the same time while being in both the AR475 Senior Concentration & AR470 Graphic Design Senior Show courses. This 2018 senior exhibition we had two students in that situation.

### Direct assessment: Senior Exhibition Rubric

Courses	Unsatisfactory	Basic	Proficient	Distinguished
AR475A Senior Concentration			1	4
AR470 Graphic Design Senior Show		1	1	1

**At the summer 2018 department strategic planning sessions the department faculty decided to implement the following for our assessment goals for 2017-18:**

- **New Goals:** We are going to distribute to all majors a sketchbook at the beginning of the semester – this sketchbook will be required to be used in all of our classes and by the senior year will tie into the planned meetings with seniors and their senior exhibitions. The sketchbook will also be used as part of their assessment in the unified rubric.
- We are going to implement meetings with our majors just like we did with the seniors in the following order: **(Beginning & End of Academic Semester – Freshmen, Sophomores & Juniors)** The students will be asked to talk about goals at the beginning of the semester, and then to present one project that they worked at the end of the semester.

- 
- **We will continue with the following:** Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project & then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show;
  - A unified rubric for the final exhibition project;
  - A department faculty walk-through the morning of the exhibition opening using the unified rubric.
  - An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment.