

Paul Wandless
Program Level Assessment update
Spring 2020

The current status of Program Level Assessment

The Department of Art & Architecture does not have any official program level assessments. But the three areas in the department do have types of assessments of their classes in place that could be readily transformed into a Program Level assessment. The three areas are in the department of Art & Architecture are Studio Art, Digital Media Design (DMD) and Architecture.

Studio Art has a cross-discipline pilot assessment that could be administered in all studio courses and serve as program level assessment. Digital Media Design and Architecture have portfolio courses that could be capstone courses, which could serve as program level assessments.

None of the areas have official Program level Outcomes (PLOs), but they do have unofficial PLOs that are used as guiding principles for curriculum and course development and continuity.

Program	Degree / Certificate	Faculty Contact / Role	Program Level Assessment Notes
Studio Art	AFA Studio Art	Paul Wandless Discipline Liaison	No formal Program Level Assessment. Has a cross-discipline assessment that can be used for PLA.
Digital Media Design	AA Digital Media Design AC Digital Media Design BC Digital Media Design	Rose Divita DMD Area Coordinator	No formal Program Level Assessment. Has capstone courses DMD 233 and DMD 299 that can be used for PLA.
Architecture	AAS Architectural Drafting BC Architectural Drafting	John Maden Architecture Area Coordinator	No formal Program Level Assessment. Has a ARCH 220 Portfolio Class that can be used for PLA.

Studio Art

The Studio Art area offers an AFA Studio Art degree. It has been doing Unit level Assessment since Fall 2012 in Art 144 Two Dimensional Design and Art 131 Beginning Drawing. Currently there is no formal Program Level assessment. Paul Wandless (Faculty & 2D Area Coordinator) created the pilot program level assessment for studio art critiques. Since only 2 - 3 students complete an AFA before transferring, a capstone class would not have many examples to assesses. But all studio courses critique, which would able to give a cross-discipline look at the studio art degree with the potential for a large sample size.

An Oral Communications Assessment is used for General Education courses to measure how students across different Gen.Ed. areas are meeting PLOs associated with oral presentations. This assessment model was adapted and modified for studio art critiques. Art students orally present their artwork and then participate in group discussions that follow the presenting student's description of their artwork.

Studio Art Critiques vary in how they are conducted from class to class. Beginning course critique differently than an advanced course, because the level of content and degree of difficulty is different. A 2D area class critiques differently form a 3D area class, because the mediums have different physical qualities that need to be addressed.

The aforementioned differences are minimized with the assessment simply focusing on the commonalities that exist across disciplines. Examples of areas in common include; overall preparedness, proper use of vocabulary, demonstrated understanding of project requirements, ability to answer questions about artwork and overall confidence in presented project.

Critiques happen at different times throughout the course of a semester and their frequency is dependent on the needs and pace of the class. Some courses only critique finished artworks and have them more frequently. These courses have less multi-stage or long creation process. Some courses critique works-in-progress and finished works due to long or multiple-stages processes. These courses critique less frequently.

In light of this, the optimal time to run a studio critique assessment would be towards the end of the semester. This give students an opportunity to experience at least one critique earlier in the semester and become familiar with critique expectations. It also allows work that takes longer to be created and be critiqued as finished works. Once class period (or two if the instructor wishes) would be needed for the assessment. The faculty would have the participating students fill out assessment questions and then score the student critique using the supplied rubric that is part of the question hand-out. The handouts would be numbered and the student names would not be on them to keep the assessment results anonymous.

The task for Fall 2017 will be to have this pilot run in as many course as possible. The Unit Level Liaison will facilitate this task and submit a report on the data Spring 2018.

Digital Media and Digital Media Design

The Digital Media area offers an Associate of Applied Science (AAS) in Digital Media Design, an Advanced Certificate (AC) in Digital Media: Interactive Design & Development and a Basic Certificate (BC) in Digital Media: Interactive Design & Development. Currently, there is no formal assessment done on a unit level or program level in the Digital Media area. Rose Divita (DMD faculty & area coordinator) has created portfolio courses for the degrees and certificates offered in digital media. These courses are DMD 299 and DMD 233 and are currently in use.

DMD 299 is a portfolio class. The portfolio is an online version of all of the work students have done within time they are in the DMD program. It is the final class for the AAS degree and Advanced Certificate, however it is sometimes taken concurrently with DMD 233.

DMD 233 is the final class for the Basic Certificate, and we do encourage students who are only getting the BC to also create a portfolio site for one of their projects, to better prepare them for employment or transfer.

A written history of the process is not recorded, but examples of student work, that clearly shows all of the main skills outlined in the DMD assessment rubric are saved. The outlined skills are in the form of a descriptive rubric that is applied to the portfolio. It has 7 outcomes that are measured as exceptional, satisfactory or unacceptable.

A program level assessment could easily be applied to the portfolio generated in DMD 299. Since this course is needed for the AAS and the AC, it would be representational most of the digital media students who complete their coursework for the AAS and AC. The only students not represented, would be those getting a BC. Since the class is already in place with a proven rubric, its just a matter now of creating a system to record the data generated. This will be the first task pursued at some point Fall 2017.

Architecture

Architecture offers an Associate of Applied Science Degree (AAS) in Architectural Drawing and a Basic Certificate (BC) in Architectural Drawing. Currently, there is no formal assessment done on a unit level or program level in the Architecture area. John Madsen (*Architecture faculty and Coordinator*) is interested in pursuing assessment, though, for their area and will meet with the Department of Art & Architecture Unit Level Liaison to help facilitate the process.

There is a capstone class titled ARCH 220 Portfolio Class that is used for both the AAS and the BC that could easily be their Program Level Assessment. While there is no unit or course level assessment, student are required to create specific works that will be used for the portfolio class. These are referred to as *sequence works* and student are aware of what these are and what they are used for while taking the courses in their pathways. The portfolio class takes the sequence works and combines them with new assignments to create a portfolio of work that is representational of their experiences.

This portfolio is a professional representation of what they need to provide/ display to potential employers or to successfully transfer to a 4-year school to pursue a

Bachelor Degree in Architecture. The students create this portfolio in both a digital and hard copy format. The architecture faculty keep examples of these portfolios that students create, but there is no official record keeping of them.

A program level assessment could easily be applied to the portfolio generated in ARCH 220. Since this course is needed for the AAS and the BC, it would be representational of all the architecture students who complete their coursework. John Madsen is interested in pursuing this and will meet with the Assessment Program Coordinator to facilitate the next steps. Since the class is already in place, the guidelines for creating the portfolio can be the basis of the rubric. This will be the first task pursued at some point Fall 2017.