

**PRI Assessment Report Visual and Performing Arts Department 2014-2015 submitted by Susan Colon**

	Process	Results	Improvement
<p>Art 103: Art Appreciation</p> <p>Visual literacy and critical thinking assessment summary</p>	<p>At the beginning of the semester and at the end of the semester students were asked to write two-three paragraphs describing and interpreting an artwork. Students were first asked to write individual write-ups, then in groups they had to create a collaborative write-up. Each group's write-up was shared/read to the rest of the class. Everyone had to rate the other groups' write-ups based on thoroughness and accuracy of description, flow of the essay, and use of visual terms and art vocabulary. The entire class discussed why each group was given the rating they got by the other groups.</p>	<p>There was a clear difference between the initial writings at the beginning of the term versus the writings they produced at the end of the term. The results will be used to determine which concepts need to be emphasized more and therefore given more air time in class lectures.</p>	
<p>Speech 101: Fundamentals of Speech Communication</p> <p>Information literacy assessment summary</p>	<p>Students in 4 sections of Speech 101 completed a 15-item closed ended questionnaire in which they were asked to rate their confidence on using focused search terms, identifying and using various print and electronic sources, differentiating between facts and opinions presented by a</p>	<p>The posttest revealed improvement on all questions for all Speech 101 sections, as expected, with the largest improvements on the following items: I feel confident and competent that I can define the information I need for an assignment; I feel confident and competent that I can create citations for materials (e.g., for quotations, statistics, examples) obtained from</p>	<p>Both faculty members facilitate sessions on research techniques, as well as discussions on assigned readings from the class text. One faculty member assigns a CRAAP test activity in which students evaluate the quality of sources obtained for a speech assignment and will continue to do so.</p> <p>One faculty member assigns a library research orientation from a librarian each</p>

	<p>source, and interpreting visual information (i.e. graphs, tables, diagrams) presented in a source.</p> <p>The questionnaire was distributed via blackboard to three sections of Speech 101 with one faculty member (pretest n=55, posttest n=41) and one section of Speech 101 with another faculty member (pretest n=19 and pretest n=20)</p>	<p>the source; I feel confident and competent that I can interpret visual information (i.e. graphs, tables, diagrams) presented in the sources; and I feel confident and competent that I can organize and prepare a bibliography.</p>	<p>semester and will continue to do so.</p>
--	---	--	---

## VPA Assessment 2015-2015

**General Education Outcome: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met**

**Please complete the table for each general education course that you teach:**

Course name and number	Oral communication SLO	Description of how you assess oral communication (speaking) skills in your course	Listening SLO	Description of how you assess listening skills in your course
Art 103 (J. Silva)	Know and understand art vocabulary terms (& elements of art & principles of design) and apply them in describing and analyzing a visual work of art.	Students work in small groups. Everyone brainstorms verbally and in written form while looking at a specific painting. Each group writes an essay describing and analyzing the assigned work of art. Each group then reads their essay to the rest of the class. Each group rates the other groups' essays in written form, justifying and explaining their ratings. The whole class then discusses the entire process, the read essays and the ratings.	Learn art vocabulary terms (& elements of art & principles of design) in order to apply them in describing and analyzing works of art.	Written essays applying knowledge of vocabulary terms, elements of art & principles of design; effective collaboration within small groups reflected in the success (accuracy of use of terms, clarity and thoroughness) of their essays; written critique of other students' essays.
CMMEDIA 110: History of Photography	Explain the formal characteristics of the genres of photography.	3 PPT presentations: 1 group and 2 individual. Students research and present specific topics related to the era being studied. Written feedback is given to both group and	Demonstrate a comprehension of the arguments of representative photographic selections introduced in the course.	Short writing assignments based on class discussions and lecture.

		individuals based on their presentations.		
Speech 101 (S. Colon)	Understand the principles of informative and persuasive speaking and apply them in oral presentations	4 structured oral presentations of at least 5 minutes in length coupled with written instructor feedback and student review of speech videos with written reflection on their performances	Learn principles of critical listening and speaking in order to provide appropriate feedback to speeches and to formulate questions during class discussions	Reflection papers on listening challenges and ways to improve listening  Written critique of peers' speeches
Speech 101 (J. Knudsen)	Learn the skills of effective delivery and demonstrate them in performances.	3 informative speeches and 1 persuasive speech each lasting at least 5 minutes;  Numerous classroom exercises that drill students to practice effective delivery methods that are to be reflected in graded speeches	Learn principles of critical listening and speaking in order to provide appropriate feedback to speeches and formulate questions.	Peer evaluations that require student audience members to report on the positive and negative aspects (content & delivery) of the speeches of their classmates.
Thr Art 131 (P.Ham)	Employ a basic knowledge of and working vocabulary for the elements of theater, including acting, directing, and stagecraft, as well as an understanding of the role of the playwright, the audience, and the process of dramatic criticism;	Participation Rubric used to assess participation in class. Rubric Criteria Example: In-class discussions and comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Analyze dramatic literature, and show the relationship of dramatic literature (a literary art) to theater (a performance art) and to the world in which we live	Tests and Quiz's are given to assess student's comprehension after each play that is read or seen and after every lecture section to test the students' listening and processing of the material.