WRIGHT COLLEGE
AQIP Systems Portfolio Report
FALL/SPRING 2009-10 Department Assessment Activities

Program/Discipline: Visual & Performing Arts	AQIP System Advisor: Vincent Bruckert
Semester: Fall / Spring **Year:** 2009 -10	**Department Chair: Maria Jaskot-Inclan & David Nurnberger**

College Mission: Wright College is a learning–centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The mission of the Visual and Performing Arts Department is to provide a foundation of outstanding technical and conceptual training. To accomplish this mission each of our disciplines has organized their curricula to prepare the students to critically think, read, and demonstrate sufficient amount of professionalism in the arts. While having achieved these skills, our students can successfully reach their potential of efficiency in arts and be able to transfer successfully to a four year institution.

	A. PERFORMANCE IN TECHNOLOGY
Evidence:	Student's expectations that they will be able to operate in a technical society with oral, visual, and auditory preparedness.
Area of Focus:	Demonstrate quantitative, aesthetic, and technical literacy for interpreting data, reasoning, and problem-solving.
	B. FOCUS ON COURSES
Course(s) of Interest	Architecture 121 (Visual Communications – Drafting 1) Architecture 170 (Computer-Aided-Design and Drafting 1) Art 131 (General Drawing) Speech 101 (Fundamentals of Speech Communication) Music 121 (Introduction to Music) Communications Media 161 (Black & White Photography)
Intended Program Student Learning Outcomes	Upon successful completion of the above courses, students will able to: 1. Assemble a portfolio 2. Use computer technology to develop various kinds of portfolios unique to their discipline. 3. Demonstrate fundamental skill in the use of technology in problem solving, interpretation of data, and combine reasoning skills with informed value judgment.

Departmental Stakeholders:	**David A. Nurnberger** **Maria Jaskot-Inclan** **Ismail Mehmeti** **Joseph Knudsen** **Johannah Silva** **Christine Marriott** **Patrick Ham**
Assessment Process	**Our approach will include exams, performances, demonstrations of competency using technology, problem solving by the integration of technology and critical thinking.** **Surveys, portfolio and rubrics encompassing direct and indirect assessment are all included in the process of measurements.** **The process of portfolio creation combines many learning interactions which depend on selections that require justification. These judgments require specific source information and faculty guidance which would utilize technology specific to the discipline. Computers, recorders, and movies are all valid technologies.**
Criteria for Success	1. **Students will demonstrate foundational level technological competencies.** 2. **A student's ability to perform with the use of technical and creative skill will be evaluated by critique, exhibitions, and portfolio.** 3. **Students will illustrate a degree of development by pre and post samples of their learning objectives.**

	C. Assessment Results and Action Plan
Summary of Results and Analysis of Data Collected What were the results of the assessment process? What was learned from the results?	
Action Plan Based on Results and Analysis Based on what was learned, what steps will be taken to improve student learning?	