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

Program/Discipline: Visual & Performing Arts	**AQIP System Advisor: Vincent Bruckert**
Semester: Spring **Year:** 2011	**Department Chair: Ismail Mehmeti & 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.

Department Mission: The mission of the Visual and Performing Arts Department is to provide a foundation of outstanding technical and aesthetic training in an atmosphere of care and attention. Our collective disciplines have organized their curricula to prepare students to understand by critical thinking, reading and performing sufficient amount of professionalism within the arts to achieve skills necessary to be successful in their academic transfer and careers..

	A. PERFORMANCE IN TECHNOLOGY
Evidence:	Student's ability to operate effectively in a technical society with visual and performing arts preparedness that is demonstrated by achieving our student learning outcomes.
Area of Focus:	Program educational objectives that include quantitative, aesthetic, and technical literacy that enables the interpretation of 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 that reflects the professionalism of their skill set. 2. Use computer technology to compose 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 judgments. 4. Defend their choices of portfolio content with oral and written evaluations.

Departmental Stakeholders:	David A. Nurnberger Maria Jaskot-Inclan Ismail Mehmeti Rory Leonard Joseph Knudsen Patrick Ham Johannah Silva Christine Marriott
Assessment Process	Our approach will include exams, performances, demonstrations of competency, 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. 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. A series of student Art and Architecture exhibitions, musical recitals, and stage performances occur every semester that evaluate student performance both directly by faculty and indirectly by a jury or an audience.
Criteria for Success	1. Evaluation by direct and indirect measurement provides a standard for 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 recognize 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?	Portfolio submittal for university level acceptance, scholarships and advanced placement is occurring every year. Wright College students won first place and several honorable mentions in last years all CCC City-Wide Juried Art Exhibition. Our scholarship awards have been some of the largest sums offered by receiving institutions. Every class had a blackboard component last semester. Results: The results provide us with a source of portfolio assessment culture that can include a diversity that reflects our student body, but establishes a coherent standard of measuring learning.
Action Plan Based on Results and Analysis Based on what was learned, what steps will be taken to improve student learning?	We will continue to concentrate on utilizing technology in our curricular development and include the student portfolio as the standard measure of learning.