

Assessment Report of Student Learning Outcomes
Fall 2007
Due: February 1, 2008

Department/Program: ART
Chair/Director: Marguerite Glass
Assessment Coordinator(s): Marguerite Glass and Scott Carollo
Date Submitted: 2/1/08

Mission Statement:

Gallaudet University's Art Department offers a bilingual, diverse, and multicultural program designed to ensure the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Within this context, we cultivate a multifaceted, interdisciplinary understanding of art as fundamental to human expression and dialog.

We embrace the creative potentials of our discipline whether expressed traditionally or through cutting-edge technology. Our curriculum provides majors and non-majors a balance of studio art, graphic design, digital media and art history.

Outside our doorstep world-renowned museums, galleries, and professional studios beckon us to visit and conduct research. In these off-site classroom spaces and in our classrooms and studios on campus, we encourage students to engage in their community, become creative problem solvers, and explore the potential of art as a force for positive social change.

Student Learning Outcomes/Goals at Program Level:

Art Department Expectations for Majors in Art:

(Currently offer majors in art history, studio art, graphic design, and digital media)

Upon graduation, the student who majors in art is expected to have working knowledge of the history and evolution of art and design with a demonstrated depth of focus in at least one of the four major areas offered by the department such that their readiness to enter a profession or advance their education is supported.

Outcome 1: The major will provide evidence of their creativity, technical abilities and critical thinking by

- o Developing a portfolio that provides a critical body of work related to their major area of focus
- o Demonstrating competency to the entire Art Department faculty during a formal critique and discussion of artworks assembled from the past and present
- o Producing an individual or small group exhibition, virtual display, or video including an "Artist's Statement" that explains the research and creative process employed in its creation

- o Giving a presentation to the campus community about their research and area of focus

Outcome 2: The major will provide evidence of their understanding of community and the ways in which art can promote positive social change by

- o Successfully completing a full year Capstone Course in which they work with their peers and faculty advisors to coordinate and oversee aspects of a larger project designed to positively impact a community.
- o Documenting, both in writing and in video, how their Capstone Course promoted social change.
- o Completing an Internship to gain knowledge, experience and skills that will be used to enact positive social change in the future.
- o Participating in department programs as required through their coursework, such as lectures, gallery exhibits, student shows, receptions, and other special events both on and off campus.

Outcome(s) Assessed for Fall 2007

Outcome 1: The major will provide evidence of their creativity, technical abilities and critical thinking.

Outcome 2: The major will provide evidence of their understanding of community and the ways in which art can promote positive social change.

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
1. The major will provide evidence of their creativity, technical abilities and critical thinking	1. Developing a portfolio that provides a critical body of work related to their major area of focus 2. Demonstrating competency to the entire Art Department faculty during a formal critique and discussion of artworks assembled from the past and present (senior exit interview) 3. Performance in their major courses 4. Participation in student exhibits 5. Completing an Internship
2. The major will provide evidence of their understanding of community and the ways in which art can promote positive social change	1. Completing an Internship to gain knowledge, experience and skills that will be used to enact positive social change in the future. 2. Performance in their major courses 3. Participation in Art Department related activities and events.

Learning Outcomes and Assessment Methods

Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
1. The major will provide evidence of their creativity, technical abilities and critical thinking	1. Course performance 2. Faculty review
2. The major will provide evidence of their understanding of community and the ways in which art can promote positive social change	1. Course activities/components 2. Department Sponsored Events

Analysis and Use of Assessment Results

Learning Outcomes <i>Student will be able to:</i>	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results to Improve teaching and Learning
<p>1. The major will provide evidence of their creativity, technical abilities and critical thinking</p>	<p>1. Quizzes / Exams.</p> <p>2. Projects / Portfolios</p>	<p>In terms of written responses, some faculty noted a need for improvement. This need has to be addressed on a university-wide level, as it is not discipline specific.</p> <p>For instructors and students, the rubric allowed for better understanding of where the student was in skill/ability levels.</p> <p>In our discipline, students create a portfolio that is a showcase of their work. This is shared in venues such as professional organizations, graduate school interviews and job application procedures. In many instances, the portfolio itself is a talking point that develops into a conversation where everyone can be the beneficiary.</p> <p>Students' engagement is encouraged through their involvement in the evaluation process.</p> <p>Showing student works in the LKJ gallery and throughout the building offers greater opportunities for feedback including broader faculty evaluation.</p> <p>The addition of the plasma screen in the building's lobby provides an outlet to show student work any time.</p>	<p>At times, a class is tweaked during the semester as a response to assessment. For example, in response to concern from an internship sponsor, a class was revamped to align better with what the students were doing "at work." This allowed for a reinforcement of abilities and skills while at the same time giving instructor and students an opportunity for dialog which might not be possible in the deadline-driven work environment.</p> <p>Additional "re-teaching" and review sessions are being offered to students in some classes beyond the normal class time.</p> <p>Peer reviews and additional opportunities for formal critique are being added to courses.</p> <p>Classes have been redesigned and include more regular assessment of and feedback to students.</p> <p>Additional lab hours are being required in many courses.</p> <p>Access hours to all our studios and computer classrooms have been increased.</p> <p>Syllabi have adopted clearer policies including stricter policies on attendance.</p> <p>Oversight of the LKJ Gallery has been moved back to the Art Department and its schedule will now include more student-centered shows.</p> <p>More use of the plasma screen to showcase student projects is planned.</p>

<p>2. The major will provide evidence of their understanding of community and the ways in which art can promote positive social change</p>	<p>1. Classroom discussions</p> <p>2. Student participation in art-related programs outside the regular class time.</p>	<p>When properly guided through a discussion, students demonstrate an ability to critically discuss their ideas on art's ability to inspire social change.</p> <p>Students have not always been able to attend outside events because of schedule-related conflicts. When they do attend they appear interested and well engaged.</p>	<p>Faculty is placing greater emphasis in courses on the discussion of art's relationship to society and its power to promote change.</p> <p>The scheduling of our major courses leaves Fridays open for students to participate in art-related activities in our community either as a requirement for their courses or on their own initiative.</p> <p>The scheduling of special events in our department considers best times for our students and community.</p> <p>The Art Department has regained oversight of the LKJ Art Gallery and we are connecting its use more directly with student learning and outcomes.</p> <p>The department has offered more opportunities for students to engage in art-related activities sponsored by the department: more trips to area museums and other art venues have been added to courses; students are bonding with our department community through their work as Student Aides and as volunteer Art Gallery Monitors.</p> <p>We intend to better assess this topic by including it on our Senior Exit Interview this spring 2008.</p>
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Sharing of Results
With whom will you share these results and why?

We will share our assessment results with:

The Assessment Coordinator and Dean of CLAST in order to satisfy expectations, provide information regarding the progress of students in our major programs, and justify program revisions, expansions, and expenses.

Faculty and staff in the department as a means of information sharing, program development and improvement.

Students as a way of soliciting feedback and providing clarification of any modifications the assessment process suggests need to be made to our department's learning outcomes, expectations, courses, and major programs.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

The Faculty was asked to respond in writing to the questions on this form. Most faculty provided input.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

Overall the experience with assessment was viewed as positive. It helped clarify what was expected from instructors and students and, along with the learning outcomes, helped distill a complex topic into something most people could understand. The learning outcomes were especially helpful as instructors tried to align the outcomes with the course objectives, and goals. Many members of the faculty used assessment as an opportunity to tighten up their courses with better evaluations of projects using rubrics and more detailed course outlines. Faculty noted the extended access hours to classrooms and studios as providing big benefits for students.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Again, the faculty who responded gave a definite YES to this question noting that everyone being on the same page makes it easier to convince students that they need to work harder to meet our expectations. The positive results from assessment and also “mapping of the courses” (to align with university outcomes), forms a foundation in the classroom. The commonality of outcomes and missions provide the university with consistency in message and a clear sense of direction. The outcomes (on a university and department level) help promote a student-centered learning environment.

3. What would you change about the assessment process?

Most had no response to this question. One faculty indicated a sense that assessment should be modified periodically, perhaps bi-weekly or on a semester basis. Another suggested that having access to other department’s assessment information on Blackboard might be useful as a means of information sharing and overall curricular improvement.

4. What other thoughts come to mind that might not fall under the three questions above.

For the most part, students demonstrate an appreciation for more rigorous courses if they are given the opportunity to participate in some of the decision-making.

Faculty said they enjoyed the camaraderie with their colleagues and a sense of working towards a common goal. Assessment seemed to promote a more open environment where ideas could be shared and borrowed within a common mission.

Supplemental Evidence of Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

Clarification and several samples follow below.

Based on Senior Exit Interviews in the spring 2007 and on individual student achievements in courses offered by the department we concluded that, while several of our majors seemed well prepared to move forward with their education and/or entrance into the job market, the skill development and creativity of some of our majors was inadequate.

We have made a number of adjustments in response to this assessment. One response is that we have increased the number of lab hours required for our courses and greatly increased the open access to our facilities to better accommodate students' out-of-classroom skill and creativity development. Open access hours were added to our computer classrooms, darkroom, and all our studio spaces. Student with skills in the various disciplines were hired to monitor the facility and help other students during our access hours. Fall 2007 schedule is attached.



2007 Fall SA schedule.htm

We reduced the class size of our computer-based courses from 14 to 12 in order to better facilitate individual feedback and skill development during regular class periods.

We discussed ways of improving ART 200, which is our introductory computer-based course. We determined to include multiple software applications instead of just one. Our goal was to determine if our providing students with a fuller understanding of the computer as a platform for creative expression at this earliest stage of our curriculum might in fact, encourage better skill development and creativity. Three sections of ART 200 were offered all including shared goals but with some similar and some differing software. We have determined to redesign ART 200 to include three software programs with some flexibility for faculty to introduce additional software in accordance with their interests and the students' abilities. Links to student portfolios from one of these sections are included below.

ART 200-03 Introduction to Digital Imaging Fall 2007

Instructor: Tracey Salaway

Course included Photoshop, Dreamweaver, Flash, InDesign, iMovie and iDVD software. http://homepage.gallaudet.edu/christopher.catron/art200_03/index.html
<http://homepage.gallaudet.edu/tawanda.barkley/ART200portfolio/index.html>
<http://homepage.gallaudet.edu/edgar.contreras/ART200%5F03/index.html>
<http://homepage.gallaudet.edu/philip.endicott/finalportfolio/index.html>
<http://homepage.gallaudet.edu/robert.haughton/finalportfolio/index.html>
<http://homepage.gallaudet.edu/melissa.montgomery/ART200portfolio/index.html>
http://homepage.gallaudet.edu/ashley.jones/art200_03/index.html
<http://homepage.gallaudet.edu/yiqiao.wang/ART200%5F03/index.html>
<http://homepage.gallaudet.edu/april.bottoms/final/index.html>

Course syllabi for the spring 2008 semester have been revised by many our faculty in response to the assessment process.

ART 140 has been revised to include more effective assessment of student progress and mechanism for feedback. It now includes a daily passport system, weekly quizzes, and an additional project.



Syllabus - 2008 Spring - ART 140.htm

Links to Course Syllabus for ART 326 for Spring 2008 and Rubric used to grade projects. Attendance policy has been tightened based on the Assessment Process. Pictures of student works are included below.



ART 326 01spr08doc.htm



ceramic project rubric326.htm



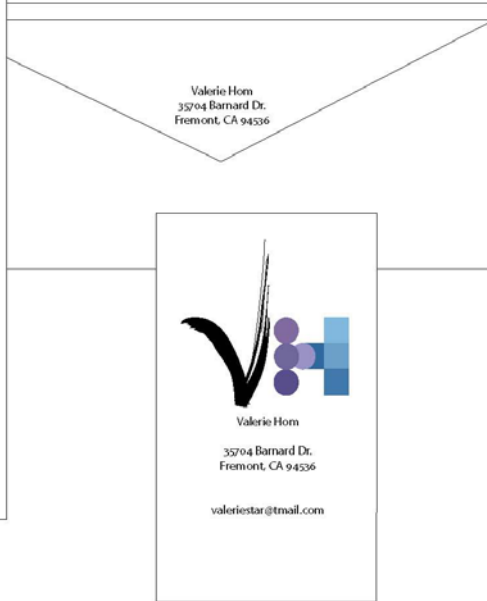
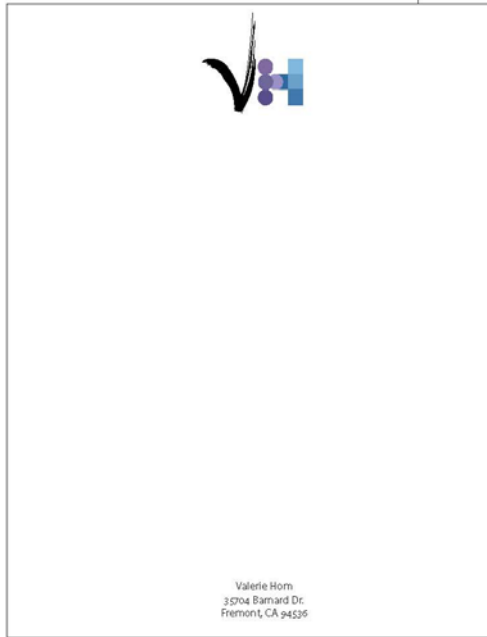
We are attempting to provide better experiential programs for our students. We developed on-campus internship opportunities in photography, graphic design, web design. One faculty was given course-release time to work with the Enrollment/Marketing Office to coordinate student workers.

Faculty also worked closely with students to better prepare them for Senior Exit Interviews in December. Samples of works from the portfolio of Valerie Hom, a major in graphic design who graduated in December 2007 are included below.

Personal Name Logo



3



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