Department of Performing and Visual Arts
Art Program Assessment Summary

1. What evidence do you have that students achieve your student learning outcomes?

Most assessment in our art program is authentic. The assessment is ongoing in classrooms, studio classes, art displays and shows, master classes, and senior capstone experiences. Much of the assessment is performance based, and thus students must demonstrate they can put into practice what they learn. Several years ago we turned to the standards of the National Association of Schools of Art and Design as the benchmark for our program. It is our ultimate goal to achieve full accreditation with this agency, but that will take some time, financial resources and curriculum revisions to fully implement. We do meet the standards of the Higher Learning Commission, National Council for the Accreditation of Teachers, and the Wisconsin Department of Education.

The following is evidence of assessment:
* Quality of written examinations and written papers.
* Quality of studio art projects.
* Peer teaching assignments in art education.
* Daily performance in studio classes.
* Studio critiques by staff and students.
* Feedback from public displays of art.
* Art shows juried by art faculty.
* Feedback from industry intern and co-op experiences.
* Feedback from in school settings as part of the art education or professional education development experience.
Data from the Praxis II contest in art for art education majors.

2. What have we learned from these evaluations?
* Students do experience success in most areas of our program.
* Students perform well on the Praxis II examination.
* Students succeed well in capstone experiences.
* Several areas of our curriculum needed revisions or expansion to provide an even better educational experience for students.
* These areas include:
  - Jewelry making
  - Metals
  - Sculpture
  - Ceramics
  - Graphic Design
  - Practicum in non-teaching programs
  - Exposure to practicing artist beyond our staff artist.
  - Expansion of exposure to external art forums.
  - Incorporation to studio art for general education students.
* Develop a culture of unified ongoing assessment in the program.

3. Document specific changes that have resulted from your assessment efforts.

The program has been somewhat limited in our efforts to address our concerns due to the constraints of the building and the financial resources. Many elements have come together in the last few years to allow the program to move forward.
* The renovations of the build and generous donations to the foundation have given us the studio space and equipment.
to drastically improve our programs in metals, sculpture, ceramics, and graphic design. We are now working on jewelry. There is now a long-term plan for expansion of the ceramics program.

* We have expanded our intern program, and the PACC program has provide practicum opportunities for our students.
* Our staff has brought experience numerous professional artists into the studio settings to enhance to learning experience.
* Working with the Communications Technology program, the imaging media minor has been revised.
* Credit levels for several studio classes have been revised to reflect industry standards.
* Field trip to museums and workshops has been expanded.
* Starting in the spring of 2009 we started a pilot program to expand studio work into selected art survey classes.
* The art staff is now working as a team to have ongoing assessment within the program.