

Florida Gulf Coast University
College of Arts and Sciences
Art Program
Integrated Program Matrix
Synthesis & Revision – April 2009

University and Program Learning Goals and Outcomes	Program Assessment Plan and Criteria	Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06)	Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07)	Use of Assessment Results for Continuous Program Improvement 2007-08 (Due February 08)	Use of Assessment Results for Continuous Program Improvement 2008-09 (Due February 09)
<p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Synthesize the technical skills necessary to produce completed work in the student's chosen media or discipline (Academic Learning Compact 1.1) • Plan, develop, and execute a coherent project that conveys a personal expression appropriate to their area of study (Academic Learning Compact 1.2) <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p>Plan: Faculty and/or external assessment will occur relating a final presentation in ART 4955 to the <u>Aesthetic Sensibility</u> Learning Outcome. Evaluators will use a detailed rubric to analyze student work and their presentations about this work in order to determine changes to the program for continuous improvement.</p> <p>In addition, a student exit assessment that replicates the faculty and external assessment instrument will be administered to graduating students. The results will determine how well students think the program provides opportunities to develop an aesthetic sensibility and will be directly comparable to the data from external/faculty assessment</p>	<p><u>Direct Assessment:</u> Senior Student Scoring Rubric: This rubric was originally developed for grading student performance in ART 4955/Senior Project to determine how well the project reflects the skills necessary for successful completion of the Art program curriculum. In Spring 2006, this will be used as the basis for creating a separate scoring rubric to evaluate student answers for a series of knowledge-based questions derived from the learning outcomes.</p> <p><u>Indirect Assessment:</u> Senior Student Survey: The Senior Student Exit survey is currently administered to all students who successfully complete ART 4955. This survey was originally designed to guide their experience in completing the Senior Project specifically, as well as within the Art program in general. In Spring 2006 it will be utilized to create a survey for assessing student perception of their achievement of the learning outcomes, for comparison with the results from the scoring rubric.</p> <p><u>Plans for Continuous Improvement:</u> External Assessment: Beginning in Spring 2007, three credentialed peer assessors from outside institutions - one studio art faculty, one art history faculty, and one gallery/curatorial professional - will be asked to evaluate the Art program curriculum, student show and senior projects each year. Recommendations from these external assessments will be compared with the results of the senior project scoring rubric and student survey in planning for future program development.</p>	<p><u>Direct Assessment:</u> Faculty assessment of the Art 4955 Senior Projects indicated that the program should improve student knowledge in the art historical context of their work. The program goal had an average for each criterion of at least 3 with a total program score of at least 13-17 (18-20 preferred). This goal was met, with program average total scores falling in the mid to upper end of the proficient range; the only average criterion score below 3 was for Art Historical Context. External assessments found a program average total score in the upper end of the proficient range; all average criteria scores from the external evaluators were above 3, with the lowest criterion score again for Art Historical Context.</p> <p><u>Indirect Assessment:</u> Results from the Art Program Student Exit Surveys indicate that students desire more courses in photography, and a greater emphasis on effective use of computer technologies. As a result, a new faculty line in digital graphic design was added, with a search to be conducted in Spring 2007. A special topics course in digital photography as also added in Spring 2007.</p> <p><u>Plans for Continuous Improvement:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that the program should improve student knowledge in the art historical context of their work. As a result, a contextual research statement assignment was added to the ART 4955 course syllabus beginning in Fall 2006. For this assignment, students will be required to complete a research narrative, a bibliography, and in-depth analysis of ten historical and contemporary artists whose work is influential to their senior project.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the ART 4955 Senior Projects indicated that the addition of the contextual research narrative improved student knowledge in the art historical context of their work. The program goal was to maintain a program average total score within the mid to upper end of the proficient range and to improve the average criteria scores for Art Historical Context. The goal was met. Art Historical Context criteria average score improved. Faculty assessment average score was 2.75. compared to 2.47 in 2007. External assessment average score was 3.54 compared to 3.07 in 2007. All other scores remained above 3.00.</p> <p><u>Indirect Assessment:</u> A new student exit assessment was designed to replicate the faculty and external assessment instrument. This student assessment will initially be administered to graduating students at the end of Spring 2009 semester. The results will determine how well students think the program provides opportunities to develop an aesthetic sensibility and will be directly comparable to the data from external/faculty assessment.</p> <p><u>Plans for Continuous Improvement:</u> External /Faculty assessment of the Art 4955 Senior Projects indicated that the program should continue to improve student knowledge in the art historical context of their work. As a result, a six-credit upper level Art History requirement was added to the ART BA degree. This graduation requirement will take effect Fall 2009.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the ART 4955 Senior Projects indicated that the addition of the contextual research narrative improved student knowledge in the art historical context of their work. The program goal was an average score of 3.00 for each criteria and a total score of a least 13-17 (proficient) with 18-20 (exemplary) preferred. The goal was achieved, with the program average total ranging from the low to upper end of the proficient range; the only average criterion score below 3.00 was for Art Historical Context. Averages were similar to the 2007 average score with the exception of Art Historical, which improved. External evaluations were similar to faculty assessments above, with all average scores above 3.00. The highest average score was for Art Historical Context, a remarkable improvement from 2007 analysis data.</p> <p><u>Indirect Assessment:</u> A new student exit assessment was designed to replicate the faculty and external assessment instrument. Student feedback identified 1) greater emphasis on effective use of computer technologies and 2) a desire for additional course offerings in graphic arts, and jewelry making.</p> <p><u>Plans for Continuous Improvement:</u> A six-credit hour upper level art history course requirement was added to the Art BA degree, effective Fall 2010. A full-time faculty line in digital graphic design was added (Spring 07 search failed and line was then cut in Fall 08 due to budget cuts). A new Senior Project Student Exit Assessment instrument was developed to replicate faculty and external assessment document and allow accurate comparative assessment to determine how well students think they are meeting the Academic Learning Compacts. This new student exit assessment instrument will be implemented Spring 2009.</p>

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<p><u>A Culturally Diverse Perspective</u> (University Level)</p> <p>A. Know and understand diversity in local/global communities</p> <p>B. Analyze and evaluate the impact of cultural differences</p> <p>C. Participate in projects involving interaction with diverse people, ideas, & values</p> <p><u>A Culturally Diverse Perspective</u> (Program Level)</p> <p>Every student enrolled in this program will have the opportunity to conduct a global exploration of the rich cultural traditions of art making.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze the diversity of human culture and society, now and in the past. Demonstrate the ability to present their own work in a professional manner involving interaction with diverse people, ideas and values: visually, orally, and in a written form. <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p>Plan: Course syllabi from ARH 2050 and ARH 2051, two required prerequisites to the program, will be gathered to determine the breadth of the student engagement with a variety of diverse cultures and art forms. In addition, samples of student exams and papers will be collected, reviewed, and assessed by faculty external to these courses. This will allow our program to determine how well the students' work from these courses meets the learning goals of the program.</p> <p>Students completing Senior Project, ART 4955, a required capstone course, will present their work visually, orally, and in written form in a professional manner involving interaction with diverse people, ideas and values. Student work will be evaluated internally and externally to determine how well the students are meeting these goals.</p> <p>Additionally, graduating students will complete an exit survey in order to provide feedback on whether or not they feel the program has provided them with opportunities to develop a culturally diverse perspective. Faculty will review the data generated from the review of assessment rubric and the student survey and generate recommendations for changing specific courses or program curriculum.</p>	<p><u>Direct Assessment:</u> Program faculty will annually review the current range and depth of cultural perspectives offered in required Program course work. Representative samples of student work will be reviewed from 3000 and 4000 level ARH and ART courses by program faculty to assess current level of student performance. Information gained will be used to revise and strengthen learning opportunities in course offerings. Student surveys will be used to identify and address areas of concern.</p> <p><u>Plan for Continuous Improvement:</u> As a result of the annual review of course offerings and syllabi, it has been determined that ARH 2050 and 2051 currently provide students with a review of art from a full range of world societies and cultures, both western and non-western. In addition, in-depth courses are periodically offered in African and Caribbean Art History. To bring further depth to program offerings, a new faculty line in Asian Art History will be requested in Fall 2006, with another line in African/Oceanic/Native American Art History to follow.</p>		<p>Direct Assessment: In our last round of assessment, we decided that the students could benefit from the addition of six-credit upper level art history requirement for the ART BA degree. These changes will take effect Fall 2009. Once our changes are approved, we are confident that our goal of full exposure to culturally diverse perspective will be realized.</p>	

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<p><u>An Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/economic sustainability</p> <p>B. Analyze and evaluate local & global ecological issues</p> <p>C. Participate in ecological/environmental projects</p> <p><u>An Ecological Perspective</u> (Program Level)</p> <p>This outcome is covered by the student participation in the University Colloquium IDS 3920, required course for ART BA degree.</p> <p>In addition: In all studio courses, students will learn the ecological impact of the choice of materials, techniques, tools and waste disposal processes used in the production of their artwork. Students will:</p> <ul style="list-style-type: none"> • Know issues of ecological/economic sustainability relating to art materials, techniques and tools • Analyze and evaluate local & global ecological issues relating to art making • Participate in ecological/environmental projects in art 	<p><u>Plan and Criteria:</u> The University Quality Enhancement Plan provides an assessment strategy to determine how well students meet the learning goal of an Ecological Perspective.</p> <p>In addition, course work to include papers, worksheets, studio habit and practice reviews from two designated environmental art courses, ART 3840 and ART 4930, will be gathered and assessed to determine how well students meet this learning goal.</p> <p>Studio manager will continually monitor all art studios to assess all art student's correct and ecologically safe use of materials, techniques, tools and waste disposal processes. He will continually report his evaluation to the art faculty at bi-monthly meetings.</p>	<p><u>Direct Assessment:</u> Instruments have included a Summary Response assignment based on an ecological issue or perspective that stresses critical thinking and writing. The goal was for a 1 point improvement in overall scores (on a 6 point scale) from students in Composition I (8% assessed) and Connections (20% assessed) moving from the lower range (1-2) to the middle range (3-4). Students in Liberal Studies Capstone (69% assessed) course were also given the instrument, with a 1 point improvement (upper range of 5-6) expected in their average score over and above that of Connections. The goal for Composition I was exceeded, with average scores at 2.7. The goal for Connections course students was met, with average scores in the middle range (3.31). The Capstone course goal was not met, with scores at 3.95 (native students scoring 4.0 and upper level transfers scoring 3.91). Final results suggest that students in the Connections class are achieving the level desired. However, those completing the Liberal Studies degree and Capstone course had lower than expected results, perhaps due to lack of abilities in critical thinking, writing, or in knowledge of ecological issues. Overall inter-rater reliability was at 86%.</p> <p><u>Indirect Assessment:</u> Students in the Connections class took a survey relating to their knowledge of ecological perspective and responded on a Likert Scale of 1-5 (5 being the highest); an overall average score of 4 was expected for all students. Average scores were below the expected 4.0 level. Students scored their understanding of the program's overall goals at 3.83; their understanding of ecological perspective importance at 3.62; and their understanding of Community Involvement and Awareness at 3.75. Students that completed both the on campus workshop and community service project exceeded the 4.0 expected level, those who completed only one or the other did not.</p> <p><u>Plans for Continuous Improvement:</u> No immediate changes are planned for the Composition I class, although this class might become a site for advancing ecological literacy in the future. In Connections, the ecological literacy program (Wings of Hope) has been streamlined to be introduced slightly later in the semester. A detailed assignment sheet has been developed, providing instructors and students a clear indication of what the program entails along with a clear grading rubric detailing how students will be graded. In addition, the number of Wings of Hope programs in the spring semester have been reduced so that several Connections sections will not have a designated service learning activity; students in these sections will need to work towards developing their own activity. Finally, no immediate changes were proposed for the upper level courses until feedback has been gathered from the QEP assessment.</p>		<p>Feedback from the QEP will be used to determine how well students at FGCU develop an ecological perspective; changes that derive from this analysis will be used to revise University Colloquium IDS 3920</p> <p>Feedback from Arts Complex Studio manager, will be used to determine changes that need to be made to correct or improve student's ecological safe use of materials, techniques, tools and waste disposal processes.</p>	<p>Feedback from the QEP will be used to determine how well students at FGCU develop an ecological perspective; changes that derive from this analysis will be used to revise University Colloquium IDS 3920</p> <p>Feedback from Arts Complex Studio manager, will be used to determine changes that need to be made to correct or improve student's ecological safe use of materials, techniques, tools and waste disposal processes.</p>

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<p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective communication</p> <p>B. Organize thoughts and compose ideas</p> <p>C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Every student enrolled in this program will have an opportunity to develop skills in analysis, collaboration, problem solving and general communications. Student will:</p> <ul style="list-style-type: none"> Organize thoughts, compose ideas, and develop effective verbal and written communication skills by developing a body of artwork and presenting their own artwork in a professional manner: visually, orally, and in a written form. <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p><u>Plan:</u> An external/faculty assessment of the public display of each student's Art 4955 Senior Project work product, along with their oral presentation related to that work product and a faculty reviewed semester-long portfolio recording the working process, will take place for every graduating student.</p> <p>Finally, a student exit survey will be distributed to determine how well students think the program provides opportunities to develop their oral, written, and technological communication skills.</p> <p>A meeting shall be held to share and discuss results with all Art Program faculty.</p>	<p><u>Indirect Assessment:</u> The Senior Student Exit survey is currently administered to all students who successfully complete ART 4955. This survey was originally designed to guide their experience in completing the Senior Project specifically, as well as within the Art program in general. In Spring 2006 it will be utilized to create a survey for assessing student perception of their achievement of the learning outcomes, for comparison with the results from the scoring rubric.</p> <p><u>Plans for Continuous Improvement:</u> Effective Communication was assessed in the first round of assessment. As a result of this assessment, the program has determined that the stated learning goals are not being met at the level desired, specifically in the students' "Artist's Statement".</p> <p>With the hiring of a new full-time Art Gallery director, the course ART 3838 will now be offered once per year, beginning in Spring 2006. This course will be invaluable in helping majors develop the presentation and communication skills necessary for their Senior Projects.</p> <p>To further assist students in developing the skills necessary to more effectively articulate and express their ideas, critical thinking and verbal presentation assignments have been added to the syllabi of ART 3838, and ARH 2050, 3170 and 3200.</p> <p>To emphasize the important links between Art History and Studio practice, Learning Outcome #3 was added to the Art program Academic Learning Compact in Fall 2005, and future assignments for the Senior Project Artist Statements will require more in-depth analysis and articulation of the influences of past and contemporary artists in the students' own work.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in visual and written communication.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in visual and written communication.</p> <p><u>Indirect Assessment:</u> A new Senior Student Exit Assessment has been developed which replicates the faculty and external assessment instruments. This will be initially administered to the students who successfully complete Senior Project, ART 4955 during the Spring 2009 semester. This student assessment will be compared with the results from the other assessment data.</p>	

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<p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues</p> <p>B. Analyze and evaluate ethical issues in a variety of contexts</p> <p>C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Every student enrolled in this program will have an opportunity to develop the ethical standards in various contexts including those expected of professional artists. Students will:</p> <ul style="list-style-type: none"> • Create and exhibit artwork in a manner that establishes a physical and psychological understanding of the ethical norms located within the professional art market. • The above goals and objectives are assessed in senior project. <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, and upper level media specific workshop classes.</p>	<p>Plan: External/Faculty and Student Assessments of the Senior Project ART 4599 will generate data to determine how well students meet the learning goal of ethical responsibility. In addition, the student exit survey will gauge how well students feel they have met this learning outcome.</p> <p>Program faculty will periodically, during Program meetings, review syllabi; representative samples of course work for evidence of demonstration of current level of opportunity and accomplishment of the <u>Ethical Responsibility Learning Goal/Outcome</u> in intro and upper level courses. Revision of course syllabi will follow as appropriate with periodic annual reviews to assess effectiveness of revisions.</p>				

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<p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information</p> <p>B. Analyze and evaluate information in a variety of contexts</p> <p>C. Participate in collaborative analysis/application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>Every student enrolled in the art program will specifically engage in the integration of information systems with the art-making practice. Every student will demonstrate a command of the history of their chosen media or discipline as it relates to their own work. Students will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to locate, evaluate and employ information relevant to their analyses of art historical issues and their art production. • utilize a range of traditional and electronic resources in completing their written and studio assignments. • demonstrate the ability to locate, evaluate and employ appropriate information relevant to their use of materials, techniques and processes required to complete work in their discipline <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p><u>Plan:</u> Course exams and assignments from ARH 2050 and ARH 2051, two required prerequisites to the program, will be gathered to determine the development of information literacy.</p> <p>External/faculty assessments will evaluate every graduating student who successfully completes Art 4955 Senior Project. Assessment includes the evaluation of the research review, portfolio, oral presentation, and art exhibition</p> <p>Finally, a student exit survey will be distributed to determine how well students think the program provides opportunities to develop information literacy.</p> <p>Faculty will review the data generated from the assessment rubrics and generate a list of recommendations for changing specific course curriculum.</p> <p>Meetings will be scheduled to share and discuss results with all Art Program faculty.</p>	<p><u>Direct Assessment:</u> As a result of the annual review of course offerings and syllabi, it has been determined that ARH 2050 and 2051 currently include a range of assignments requiring basic college-level skills in information literacy and analysis, including research papers and presentations. In addition, assignments in upper-division Art History and Studio Courses require advanced skill in information acquisition and analysis.</p> <p><u>Indirect Assessment:</u> The Senior Student Exit survey is currently administered to all students who successfully complete ART 4955. This survey was originally designed to guide their experience in completing the Senior Project specifically, as well as within the Art program in general. In Spring 2006 it will be utilized to create a survey for assessing student perception of their achievement of the learning outcomes, for comparison with the results from the scoring rubric.</p> <p><u>Plans for Continuous Improvement:</u> Beginning in Spring 2007, three credentialed peer assessors from outside institutions - one studio art faculty, one art history faculty, and one gallery/curatorial professional - will be asked to evaluate the Art program curriculum, student show and senior projects each year. Recommendations from these external assessments will be compared with the results of the senior project scoring rubric and student survey in planning for future program development.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that the program should improve student knowledge in the art historical context of their work.</p> <p><u>Plans for Continuous Improvement:</u> A contextual research statement assignment was added to the ART 4955 course syllabus beginning in Fall 2006. For this assignment, students will be required to complete a research narrative, a bibliography, and in-depth analysis of ten historical and contemporary artists whose work is influential to their senior project.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the ART 4955 Senior Projects indicated that the addition of the contextual research narrative improved student knowledge in the art historical context of their work. The program goal was to maintain a program average total score within the mid to upper end of the proficient range and to improve the average criteria scores for Art Historical Context. The goal was met. Art Historical Context criteria average score improved. Faculty assessment average score was 2.75. compared to 2.47 in 2007. External assessment average score was 3.54 compared to 3.07 in 2007. All other scores remained above 3.00.</p> <p><u>Indirect Assessment:</u> A new student survey was designed to replicate the faculty and external assessment instrument. These student surveys will initially be administered to graduating students at the end of Spring 2009 semester. The results will determine how well students think the program provides opportunities to develop an aesthetic sensibility.</p> <p><u>Plans for Continuous Improvement:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that the program should continue to improve student knowledge in the art historical context of their work. As a result, a six-credit upper level Art History requirement was added to the ART BA degree. This graduation requirement will take effect Fall 2009.</p>	

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<p><u>Problem-Solving Abilities</u> (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge</p> <p>B. Apply critical, analytical creative and systems thinking</p> <p>C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Critical Thinking and Problem-Solving Abilities</u> (Program Level)</p> <p>Students will demonstrate mastery of the technical requirements to produce work in their chosen media or discipline. Students will:</p> <ul style="list-style-type: none"> demonstrate the ability to think critically about works of art and architecture, by analyzing the style characteristics of individual works together with their historical and cultural contexts. develop a knowledge base of significant depth in order that they are able to utilize the materials, tools, techniques and processes necessary for them to create work in their chosen media. demonstrate a range of design/problem solving strategies that will allow them to create finished work in their discipline. <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p>Plan: Course exams and assignments from ARH 2050 and ARH 2051, two required prerequisites to the program, will be gathered to determine the development of critical thinking skills.</p> <p>An external/faculty assessment of the public display of each student's Art 4955 Senior Project work product, along with their oral presentation related to that work product and a faculty reviewed semester-long portfolio recording the working process, will take place for every graduating student.</p> <p>Finally, a student exit survey will be distributed to determine how well students think the program provides opportunities to develop critical thinking abilities.</p>	<p><u>Indirect Assessment:</u> The Senior Student Exit survey is currently administered to all students who successfully complete ART 4955. This survey was originally designed to guide their experience in completing the Senior Project specifically, as well as within the Art program in general. In Spring 2006 it will be utilized to create a survey for assessing student perception of their achievement of the learning outcomes, for comparison with the results from the scoring rubric.</p> <p><u>Plans for Continuous Improvement:</u> As a result of the annual review of course offerings and syllabi, it has been determined that ARH 2050 and 2051 currently include a range of assignment requiring basic college-level skills in information literacy and analysis, including research papers and presentations. In addition, assignments in upper-division Art History and Studio Art courses require advanced skill in information acquisition and analysis.</p> <p>To further assist students in developing the skills necessary to more effectively articulate and express their ideas, critical thinking and verbal presentation assignments have been added to the syllabi of ART 3838, and ARH 2050, 3170 and 3200.</p> <p>Beginning in Spring 2007, three credentialed peer assessors from outside institutions - one studio art faculty, one art history faculty, and one gallery/curatorial professional - will be asked to evaluate the Art program curriculum, student show and senior projects each year. Recommendations from these external assessments will be compared with the results of the senior project scoring rubric and student survey in planning for future program development.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in using problem-solving skills to create design solutions for their work.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in using problem-solving skills to create design solutions for their work.</p>	

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<p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology</p> <p>B. Process information through use of technology</p> <p>C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <p>Every student enrolled in this Art program will be exposed to a wide scope of information and art production technologies.</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to present their own work in a professional manner: visually, orally, and in a written form. • Students will demonstrate the effective use of tools, technologies and materials necessary to complete and present to the public their original artwork. • Students will demonstrate the ability to locate, evaluate and employ information relevant to their analyses of art historical objects and issues (Academic Learning Compact 1.3) <p><i>Courses in the Art Program:</i> Art 4995 Senior Project, ARH 2050, ARH 2051, and upper level media specific workshop classes, ART 4921, ART 4922, ART 4928. All required courses for the ART BA Degree.</p>	<p><u>Plan:</u> Course exams and assignments from ARH 2050 and ARH 2051, two required prerequisites to the program, will be gathered to determine the development of technological literacy.</p> <p>Faculty and/or external assessment will occur relating a final presentation in ART 4955 to the <u>Technical Literacy</u> Learning Outcome.</p> <p>A student survey will be administered to graduating students. The results will determine how well students think the program provides opportunities to develop an aesthetic sensibility and will be directly comparable to the data from faculty and external assessment</p> <p>Faculty will review the data generated from the assessment rubric and generate recommendations for changing specific course curriculum.</p>	<p><u>Indirect Assessment:</u> The Senior Student Exit survey is currently administered to all students who successfully complete ART 4955. This survey was originally designed to guide their experience in completing the Senior Project specifically, as well as within the Art program in general. In Spring 2006 it will be utilized to create a survey for assessing student perception of their achievement of the learning outcomes, for comparison with the results from the scoring rubric.</p> <p><u>Plans for Continuous Improvement:</u> As a result of the annual review of course offerings and syllabi, it has been determined that ARH 2050 and 2051 currently include a range of assignments requiring basic college-level skills in technological literacy, including the utilization of online library tools and web-based research, the use of ARTstor and other online image databases, and the completion of online assignments in ANGEL. In addition, assignments in upper-division Art History and Studio Courses require advanced skill in the same areas.</p> <p>Beginning in Spring 2007, three credentialed peer assessors from outside institutions - one studio art faculty, one art history faculty, and one gallery/curatorial professional - will be asked to evaluate the Art program curriculum, student show and senior projects each year. Recommendations from these external assessments will be compared with the results of the senior project scoring rubric and student survey in planning for future program development.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in using the tools, techniques and materials necessary for their work.</p> <p><u>Indirect Assessment:</u> Results from the Art Program Student Exit Surveys indicate that students desire a greater emphasis on effective use of computer technologies.</p> <p><u>Plans for Continuous Improvement:</u> As a result, a new faculty line in digital graphic design was added, with a search to be conducted in Spring 2007. A special topics course in digital photography as also added in Spring 2007. Additional lines in digital technology are planned in future, when resources allow.</p>	<p><u>Direct Assessment:</u> Faculty and external assessment of the Art 4955 Senior Projects indicated that graduates of the program currently demonstrate proficiency in using the tools, techniques and materials necessary for the professional production of their work.</p> <p><u>Indirect Assessment:</u> Results from the Art Program Student Exit Surveys indicate that students desire a greater emphasis on effective use of computer technologies.</p> <p><u>Plans for Continuous Improvement:</u> New student exit assessment was design to replicate the external/faculty assessment and will be initially administered in Spring 2009.</p> <p>The search for a new digital graphic design faculty failed and the faculty line was suspended due to budget constraints. When sources allow, a new search is planned.</p> <p>A two-hour workshop on effective research techniques was added to the Senior Project Art 4955 Fall 2008 curriculum. This was presented by Rachel Cooke, Art History Librarian. It will be repeated in Spring 2009 and results assessed at the end of Spring 2009.</p>	

Art Program Integrated Program Matrix
 Synthesis & Revision – April 2009

University and Program Learning Goals and Outcomes	Program Assessment Plan and Criteria	Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06)	Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07)	Use of Assessment Results for Continuous Program Improvement 2007-08 (Due February 08)	Use of Assessment Results for Continuous Program Improvement 2008-09 (Due February 09)
<p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities</p> <p>B. Analyze, evaluate and assess human needs and practices</p> <p>C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>This learning goal is developed and assessed through the University's Quality Enhancement Plan.</p>	<p><u>Plan:</u> The University Quality Enhancement Plan provides an assessment strategy to determine how well students meet the learning goal of Community Awareness and Responsibility.</p>	<p>Feedback from the QEP will be used to determine how well students at FGCU develop community awareness and involvement; changes that derive from this analysis will be used to revise our programs.</p> <p>Program faculty will use information gathered from reviewing results produced by assessment rubrics to strengthen course syllabi and student learning opportunities.</p>		<p>Feedback from the QEP will be used to determine how well students at FGCU develop community awareness and involvement; changes that derive from this analysis will be used to revise our programs.</p>	<p>Feedback from the QEP will be used to determine how well students at FGCU develop community awareness and involvement; changes that derive from this analysis will be used to revise our programs.</p>