



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date:

School/College: College of Arts and Sciences

Department/Program: Department of Art + Architecture

Person completing the Report: Assistant Professor Stuart McKee

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.

See the attached document “DesignProgram.CurriculumMap,” which details the courses that we assessed this year (Visual Communication), and also indicates which courses we will assess in the future on a semester-by-semester basis.

- b. who in your department/program was involved in the assessment of the above learning outcomes

Assistant Professors Stuart McKee and Rachel Beth Egenhoefer

2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

We assessed each of our learning outcomes using the same methodology. To begin, we gathered together the materials that pertained to the project work that we were assessing. In the case of the Visual Communication courses, this included project plans and sketches, annotated bibliographies, research-supported student texts, and final presentation printouts. We then reviewed these materials to determine which of the achievement levels pertained to each student’s successes in meeting the project goals and outcomes. We documented each assessment by printing a single set of rubrics, identifying each set of rubrics with the name of a student, and marking the level of accomplishment that the student in question had achieved with a “X” next to that rubric.



2008-2009 Assessment Plan Report

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

In this respect, there were no surprises. The process of assessment demonstrated that we receive a wide variety of achievement levels when assessing the same projects. In our first year of assessment, we happened to have a larger number of students who rated “good achievement” of the outcomes, and a smaller percentage at either side of those students who rated “average achievement” or “very good achievement.”

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

I believe that our assessment reflects consistency with the standards of success for a typical college-level art course. We have, however, learned much from the assessment process that can apply to providing our students with clear information regarding course-by-course grading standards. We have learned that students benefit greatly when they receive concise and **personalized** criteria for the grading of each of their projects at a timely interval in advance of the final grading. This approach allows the students to assess the ways in which their personal work on a given project, up to that point in time, can apply to, or work better towards, the goal of receiving a “very good achievement” rating as a final outcome.

3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

These materials have not been modified since the original submission.

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).

