



**WEST VIRGINIA STATE**  
UNIVERSITY

Find *Your* Passion.

**Academic Affairs Assessment of Student Learning  
Report for Academic Year 2019-2020**

**Department/Program Art**

**Assessment Coordinator's Name: Josh Martin**

**Assessment Coordinator's Email Address: Martinjd@wvstateu.edu**

**1. Which learning outcomes did you measure this past year?**

- 1. Students will be able to write articulately about art.**
- 2. Students will be able to speak articulately about art.**
- 3. Students will be able to apply art theory to the critical analysis of art.**
- 4. Students will be able to apply art theory to the production of their own art.**
- 5. Students will be able to demonstrate technical proficiency.**

These measures were not conducted specifically as follow-up to a previous year's issues or in response to Program Review. These were re-written in 2014 as a response to then Program Coordinator Vicky Morris-Dueer's comments. They were not re-written for content. We maintained content, making no changes to the things being measured. Rather, we distilled them down to these more easily-measured single broad objectives. Assessment has been much more straight-forward since then.

**2. In which course(s) were assessments conducted?**

Previously, we had been assessing Art 103 Studio III: Introduction to Design, and all 400-level courses.

In response to the Assessment Coordinator's comments, we've begun assessing 300-level courses also.

**3. How did you assess the selected program learning outcomes?**

In each course, we assess the student’s mid-term and final projects, along with any written or spoken work they’ve done, such as critical analysis or research papers. We use the Art Program-Level Goals Rubric (attached).

**4. How many students were included in the assessment(s) of each PLO in a course?**

All students in each assessed course are assessed.

**5. How were students selected to participate in the assessment of each outcome**

N/A

**6. In general, describe how each assessment tool (measure) was constructed**

Our rubric was developed with the help of Vicky Morris-Dueer. It uses our easily-measurable PLO’s.

**7. Who analyzed results and how were they analyzed**

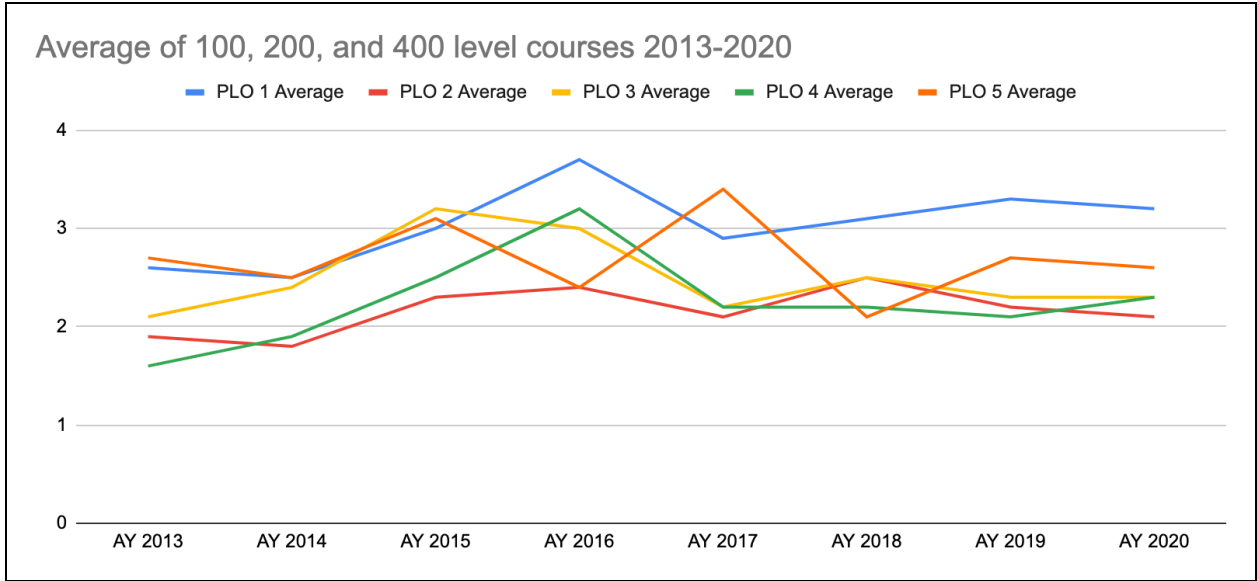
Josh Martin analysed the results. The data were aggregated in a spreadsheet, and are shown in line graph format.

**8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.**

Below are numerical and graph representations of our assessment averages since 2015.

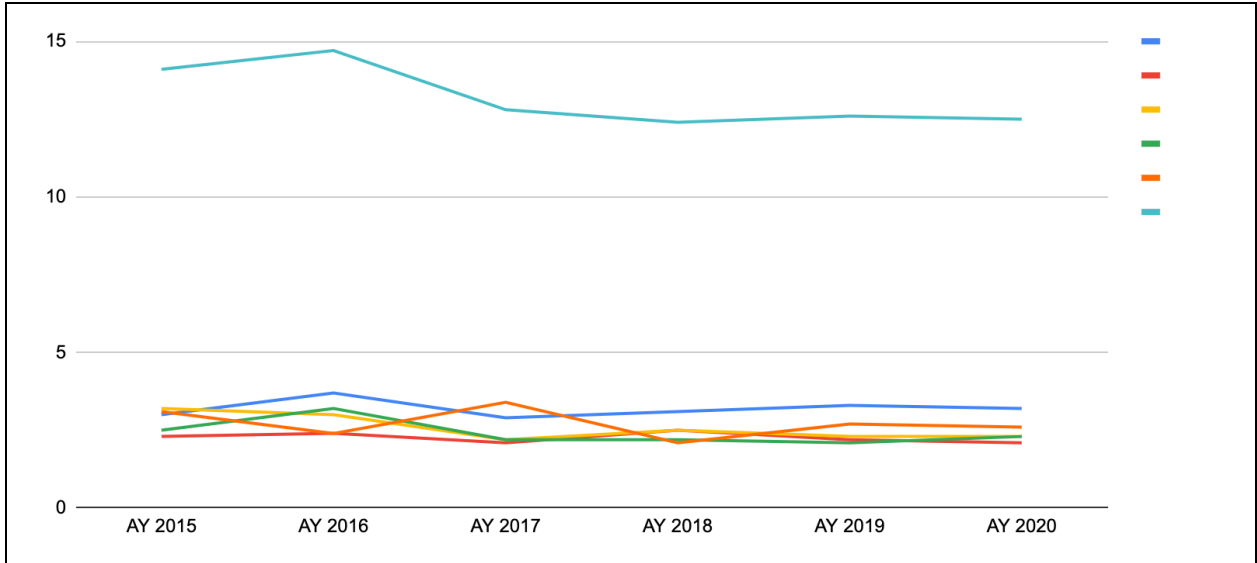
Two items of note- we both experienced faculty change, and reviewed our assessment practices in the 2016-2017 assessment areas. We also added 300-level courses to this most recent assessment.

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
3	3.7	2.9	3.1	3.3	3.2
2.3	2.4	2.1	2.5	2.2	2.1
3.2	3	2.2	2.5	2.3	2.3
2.5	3.2	2.2	2.2	2.1	2.3
3.1	2.4	3.4	2.1	2.7	2.6



Averages of all PLO's for each year, showing general trend:

AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020
14.1	14.37	12.8	12.4	12.6	12.5



Overall, the Art Department stopped a slow but steady upward trajectory. I consider Covid 19 to be the primary reason for this.

