

UHCL Assessment Plan
FY07 (or academic year 2006-07)

School of Human Sciences and Humanities

This assessment plan was chosen as example plan because it contained specific use of results to improve student learning. In some cases, wording were modified slightly for illustration purposes

Art - BA

Learning Outcomes Assessment					
Learning Outcomes	ULO ¹	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
All BA students will demonstrate the ability to think creatively and critically about the dynamics of art, culture, and technology.	a, b	Portfolio evaluation of student projects using a 5-dimension grading rubric.	The overall student performance should be a minimum of 20 out of a possible 25 points.	Assessment Results: Poor. Critical proficiency of graduating students was evaluated on a 5-point scale through the evaluation of their written work. Student progress was also evaluated through in-depth discussion by those faculty who have seen those students in critique and presentation. Students fell far short of the desired score overall. The total score for this category was 71% out of a desired 80% proficiency.	To increase the ability of students to think critically as well as the ability to more successfully discuss concepts and ideas several ideas have been implemented. The core curriculum was altered to require 4 Art History courses up from the previous requirement of 3. One of these courses must be in Modern Art, while one may be in any area chosen by the student. Within the studio courses, more structured critique guidelines were discussed and have been implemented individually by all full time faculty.

Learning Outcomes Assessment

Learning Outcomes	ULO ¹	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
Students will demonstrate technical proficiency in his/her chosen medium, including issues of design and composition as it relates to said medium.	g, h	Portfolio evaluation of student projects using a 5-dimension grading rubric.	The overall student performance should be a minimum of 20 out of a possible 25 points.	Assessment Results: Very Good. Technical proficiency of graduating students was evaluated on a 5-point scale through the use of visual portfolio's. Student progress was evaluated through in-depth discussion by those faculty familiar with those students. Although this category received the highest overall marks of the three categories, the progress in this area still fell slightly short of the desired 80% outcome. Students received a total score of 79% in technical proficiency.	Although the overall student score in this area was in the acceptable range, many changes were made to increase the technical proficiency of the students. Classes were added in the areas of Figure Drawing, Figure Modeling, Typography, 3d Animation. Course curriculum was enhanced in Computer Imaging, Advertising Design, and Graphic Design through the creation of online learning materials.

¹University Learning Outcomes (ULO)

In developing student learning outcomes, select from the list below the university level learning outcome(s) that match most closely to the learning outcomes.

- a. Critical Thinking - The mastery of higher order thinking skills including quantitative and qualifying analysis, synthesis, and evaluation of information, argumentation, problem solving, and creativity.
- b. Communication - Effective written and oral expression including the use of such media as audio, video, text, and graphics.
- c. Information Technology - The application of information technology to search for, access, retrieve, organize, interpret, and transfer information.
- d. Interpersonal Competence - The capacity to understand many points of view and to work responsibly with others in a variety of settings.
- e. Ethical Citizenship - The ability to make ethical decisions in person and professional societal contexts

- f.** Global Perspective - The capability to demonstrate awareness of local and global diversity, within the students chosen discipline, the international economy, and the interrelated worldwide environment.
- g.** Self-directed Learning - The ability to identify, assess, revise, and monitor learning to achieve personal and professional goals.
- h.** Other: Professional accreditation standards