Program Information

Program:	Art, Media, and Technology	**Associated Minors:**	Art, Media, & Technology
College or Administrative Division:	Liberal Arts		
Subunit(s):	School of Arts & Communication		

How will you communicate program level student learning outcomes to the students and the public? (include web link)

Program Learning Outcomes, Benchmarks and Measures

Outcomes: List your program level student learning (SLO) outcome(s) . (Please indicate if outcome is for specific minor only)	1. Create original visual work that exhibits a distincive, dynamic, and unique personal voice.	2. Develop written and verbal competencies to describe and analyze visual art and graphic design through writing, conceptual development, research, study of theory, and critique of the intent of their work.	3. Develop necessary techniques and execution of form and content relevant to visual communication in 2D, 3D, and 4D mediums.	4. Demonstrate competency with industry standards through a professional art or design experience and an embrace of new technologies.	5. Develop an original, innovative, and articulate body of work for a professional portfolio.	6. Focus on ethics in the process of making various forms of visual communication.
Year was this outcome developed or most recently changed?	2018	2018	2018	2018	2018	2018
Next year will you be reporting on this outcome?						
Assessment Method: List the measures/methods /instruments used to assess the outcome. How do students demonstrate their attainment of this outcome and how is their learning evaluated?	Students will be assessed over the course of their program of study using assigned critques and progression of studio courses.	Students will be assessed in written form during various lecture-based courses throught the curriculum and culminating in the WIC course, typically during the student's senior year. In addition to this, critique in each studio course facilatates a greater understanding for students to develop the verbal communication around their body of work.	Students will be assessed over the course of their program of study using assigned critques and progression of studio courses.	Students will be progressively assessed by critique within studio courses, physical execution of work, critique of their Senior Project, and in written essays for their WIC course.	Students will be assessed over the course of their program of study using assigned critques and progression of studio courses.	Students will be progressively assessed by critique within studio courses, physical execution of work, critique of their Senior Project, and in written essays for their WIC course.
Assessment Method: Are the measures/methods/instruments direct (D) or indirect (I)?						
Assessment Method: What benchmarks or indicators of success are you using to determine if the outcome has been satisfactorily met by the students?						

Process

How will your unit reflect on the data you are reporting and who was involved? How are the results of your assessment efforts related to strategic planning and overall program review?	
What data are you archiving? Where and how? How long do you expect to archive the data?	

This assessment plan and report template has multiple tabs. Be sure to open your window wide enough to see the tabs.

What this assessment plan and report are asking for:

>>> This report is asking for a clear, succinct accounting of full-cycle assessment activities for each degree program. This means the program needs to engage in and report the following:

>> Each degree program must have **clear, measurable student learning outcomes** that represent the knowledge, skills, and values a graduating student will possess.

> The outcomes need to be meaningful to the faculty and other professionals in the field and represent what OSU students need to succeed and be valued in the field.

> The outcomes will likely have sub-components that help further define the outcome. If you develop sub-components, those can be submitted as an attachment to the report. For this report you can just list the primary outcome.

>> Each year one or more of the program outcomes must be in some stage of the assessment cycle (data collection, review/consideration of the data, implementation of changes as a result of the data) such that **ALL outcomes have been assessed and reported in a period of 5 years**.

> A plan must be in place to measure all outcomes within 5 years. A plan is built into this annual assessment report under questions 3.c. and 5. Separate, detailed plans are encouraged.

> A cycle of fewer than 5 years is fine. If the program has fewer than 5 outcomes, it will be on a shorter cycle (e.g. 4 outcomes = 4 or fewer years).

> If the program has >10 different outcomes and needs a longer cycle, please contact the APAA to develop an alternative plan. We are glad to work with you.

> If programs are in the developmental phases for program-level assessment and/or have new learning outcomes, start with assessing FEWER outcomes and ASSESS THEM WELL! Please communicate with the APAA if this is the case or if you want some help with designing an efficient assessment plan.

>> Each outcome must have **at least one direct measure** identified and aligned to it, but more than one measure is best practice and far more reliable.

> Indirect measures can be used to support or triangulate the data from the direct measures.

> In some cases indirect measures are the primary means of data collection. This is the exception rather than the rule. If indirect measures are the sole source of data, then please provide an explanation for its selection.

>> Use the student learning data to **inform programmatic decision-making** to maximize student learning and improve the strength, effectiveness, and efficiency of the program.

> You will be asked to describe the process your unit uses/d to reflect upon the data, how results of assessment efforts relate to strategic planning, and plans for any course, curricular, or unit level changes based upon the data.

Why are we asking for this?

>>> The number one reason we are asking for this information is to ensure the **use of evidence and data to inform curricula and pedagogy**.

>> Just as in our scholarly and creative work, evidence and data are essential supplements to the professional competence and commitment that we dedicate to our students.

>> Additional reasons, which should be compelling to educators and members of the academic community, are that we owe it to the the students and we must demonstrate genuine, full cycle assessment to our accrediting body, the NWCCU. Remember, accreditation is voluntary but necessary.

How the annual report submission and the associated tracking and submission process works:

>>> By switching to an Excel spreadsheet format your program can **report multiple years of data in one document**. Just use a new tab for a new year and label the tab.

>>> Submit reports to the APAA Sharepoint website: https://sharepoint.oregonstate.edu/sites/APAA/assessment/default.aspx

>> **Instructions can be found at: http://oregonstate.edu/admin/aa/apaa/assessment-resources**

Template was updated by Tam Belknap, 3/13/2018. Developed by Stefani Dawn, PhD, Assistant Director of Assessment, 2013-15

Feel free to send question, comments, or suggestion to tamara.belknap@oregonstateuniversity.edu, 541-737-2171

Column 1 (Level of Student Outcome Learning at Conclusion of Course): 1=Emerging; 2=Developing; 3=Proficient
Column 2 (Level of Student Outcome Learning upon Course Entry): I=Introduce; R=Reinforce; E=Emphasize
Column 3 (Intentional Correlation with Co-curricular Activities): C=Co-Curriculum

Learning Outcomes:
1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.

Outcome # ⇨		1. Communications			2. Quantitative Analysis			3. Critical/Creative Thinking & Scientific Reasoning		
Course prefix	Course ID	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
SAMP	SAMP1113							1	R	
SAMP	SAMP1113							1	R	
SAMP	SAMP1115							1	I	
SAMP	SAMP1115							1	I	
SAMP	SAMP1126				1	I		1	E	
SAMP	SAMP1126				1	I		1	E	
SAMP	SAMP1128				2	R		2	E	
SAMP	SAMP1301	1	I					1	E	
SAMP	SAMP1302	2	R					2	E	
SAMP	SAMP1949	3	E		3	E		3	E	C
SAMP	SAMP2053	2	R					2	R	
SAMP	SAMP2056	2	R					2	R	
SAMP	SAMP2171				1	I				
SAMP	SAMP2172				2	R				
SAMP	SAMP2201	1	R					1	R	
SAMP	SAMP2303	2	R		1	I		2	E	
SAMP	SAMP2304	3	R		2	R		3	E	
SAMP	SAMP2461	2	R		2	R		2	R	
SAMP	SAMP2580				3	R		2	R	
SAMP	SAMP2701	2	R					1	I	
SAMP	SAMP2702	2	R					1	I	
SAMP	SAMP2765				2	R				
SAMP	SAMP2767							2	R	
SAMP	SAMP2949	3	E		3	E		3	E	

Program Information

Program:	This is the title of your primary degree program/certificate	*Please only include the outcomes that have new results or actions in this reporting year for clarity
College or Administrative Division:	This is the College or Administrative Division that contains the program	
Subunit(s)	This is the Department and/or School	
Report Submitted By:	Type the name and position/role with the unit	
APAA Submission Cycle Due Date:	4/15/2018	

Program Outcomes Matched with Measures and Results

Outcomes: List your program level student learning (SLO) outcome(s). *	1. Program level student learning outcome	2. Program level student learning outcome	3. Program level student learning outcome	4. Program level student learning outcome	5. Program level student learning outcome
Results: What do the data that result from you assessment methods or processes show about student learning relative to this outcome? Describe any patterns or trends that you identified as meaningful or that highlight areas of concern or success.					
Actions: Describe any course-level (content, pedagogical, structural, etc.) changes that will result /have resulted from the current year's assessment of this outcome. Include timelines.					
Actions: Describe any program/degree level (e.g. curricular, process, structural, etc.) changes related to this outcome that have resulted/will result from this year's assessment and/or from other sources (i.e. external accreditors)					
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes incorporated (if any) had on student learning? If you have not yet assessed the results of the changes made based on previous results, please indicate the year you will revisit this outcome					

Process

How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?	
Are there specific data archiving notes for the outcome(s) you are reporting on in this report?	

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year.	

Copy and paste the template from the previous year. Doing "select all" does not always work with merged fields, so highlight the rows (arrow to the far left hold down mouse button), copy, click in this upper left cell and paste.