

Texas Southern University
Assessment Narrative
Academic Year 2007-08 thru 2009-10

COLLEGE OF LIBERAL ARTS AND BEHAVIORAL SCIENCES

Program: Bachelors of Arts in Art

THECP CIP Code 50.0702.0

The John Biggers Art Center's mission is to interface with the total student, to bridge the gap between the student, his community and the historical context from which he emerges. It seeks to educate and empower students in the understanding, production, and analysis of visual art and culture. Student growth in this art process includes the cultivation of technical, conceptual and art historical awareness. Evidence of student growth in art includes the development of visual and tactile insight; the development of appropriate verbal and written skills; and the demonstration of professional artistic attitudes and goals.

Goal

The goal of the BA in Art program is to increase student knowledge about the aesthetics and historical and cultural contributions of visual artists, their styles, media and tools and career options. Three student learning outcomes are associated with this goal.

Outcome 1.1 – Students will demonstrate proficiency in art history periods and styles

Outcome 1.2 – Students will demonstrate proficiency in the aesthetics of design and composition

Outcome 1.3 – Students will demonstrate proficiency in the use of tools, media and techniques

The success of these outcomes will be measured by student scores on the National Teacher's Exam. The selection of this test was made on the basis of its thoroughness in review of the areas of general art historical periods and styles, the aesthetics of art composition and design, the use of multiple forms of art media, tools and techniques, and its review of personal and professional artistic goals of the participant. These areas reflected the goals, learning outcomes and objectives of the TSU art program and were in line with the state and national art objectives for secondary and higher published by the Texas State Board for Art and the National Association of Schools of Art and Design, the accrediting institution for art programs.

Targets for the three-year period 2007-2008 through 2009-2010 are that at least 80% of students will score 75 or higher on the art history; aesthetics of design and composition; and use of tools, media, and technique components of the exam..

Findings (2008-2010)

The target for this student learning outcome was met for each of the three years with 100 percent of students in each year scoring 75% or higher on the art history component of the exam. Findings resulting from art students completing this version of the National Teacher's Exam reveal that students tested each of the three years 2007-2008; 2008-2009; and 2009-2010 were 80% or more likely to score correctly when asked to recognize the origin, style, major design elements and aesthetic impact of visual images represented. They were also likely to recognize the art technique or process depicted and to respond positively to questions suggesting high levels of commitment to art making, art study, aesthetic choices and to visiting art institutions. Additionally, they were also more likely to score high on recognition of noted works of art.

Action Plan Summary

Despite this success, action plans were prepared to emphasize continuous improvement. Plan of actions for future assessment procedures include replacing the National Teachers Exam with a University purchased instrument: The Area Concentration Achievement Test (ACAT) in Art, which provides a grading service. This instrument will be used in the assessment of learning outcomes and objectives for art. Critiques using a universal rubric to assess effectiveness of student art will be used in the seminar course as well as in classroom art evaluations. A different measure will be used for freshman, sophomore and junior level students.

2007-2008

- Monitor and review student progress on learning outcomes and objectives for Art.

2008-2009

- Review course offerings pertaining to art history, aesthetic design and composition to determine how content could be strengthened.

2009-2010

- Re-examine the use of National Teachers Exam as the key instrument to assess student's knowledge and skills.

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| Goal | Student Learning Outcomes/Objectives | Metric | Target | | | Findings | | | Action Plan | Reference Document |
|--|---|---|--|--|---|--|--|--|--|--|
| | | | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | | |
| Goal 1 To increase student's knowledge of the aesthetics and historical and cultural contributions of visual artists, their styles, media and tools and career options | SLO 1.1 Students will demonstrate proficiency in art history periods and styles | National Teacher's Exam scores - Art History component | 80% of students score 75 or higher on the art history component | 80% of students score 75 or higher on the art history component | 80% of students will score 75 or higher on the art history component | 100% (3 of 3 students) scored 75 or higher on the art history component | 100% (3 of 3 students) scored 75 or higher on the art history component | 100% (3 of 3 students) scored 75 or higher on the art history component | Based on 2007-2008 Findings Monitor and review student progress on learning outcomes and objectives for art Based on 2008-2009 Findings Review course offerings pertaining to art history, aesthetic design and composition to determine how content could ne strengthened Based on 2009-2010 Findings Re-examine the use of National Teachers Exam as the key instrument to assess student's knowledge and skills | R1.1 Student scores on an early version of the National Teacher's Exam |
| | SLO 1.2 Students will demonstrate proficiency in the aesthetics of design and composition | National Teacher's Exam scores – Design and Composition component | 80% of students score 75 or higher on the design and composition component | 80% of students score 75 or higher on the design and composition component | 80% of students will score 75 or higher on the design and composition component | 100% (3 of 3 students) scored 75 or higher on the design and composition component | 100% (3 of 3 students) scored 75 or higher on the design and composition component | 100% (3 of 3 students) scored 75 or higher on the design and composition component | | |
| | SLO 1.3 Students will demonstrate proficiency in the use of tools, media and techniques | National Teacher's Exam scores – Tools and Media component | 80% of students score 75 or higher on the tools and media component | 80% of students score 75 or higher on the tools and media component | 80% of students will score 75 or higher on the tools and media component | 100% (3 of 3 students) scored 75 or higher on the tools and media component | 100% (3 of 3 students) scored 75 or higher on the tools and media component | 100% (3 of 3 students) scored 75 or higher on the tools and media component | | |