The mission of the Washburn University Department of Art is to provide students with a strong foundation based on mastering basic concepts of art, design, art history and criticism, as well as learning the technical skills necessary to make art in a changing world. Upon graduation, art students will understand the role of visual arts in expressing human emotions and needs in historical and contemporary life, as well as the power of artistic creation in its many forms.

Upon completion of the program students will be able to:

- **PSLO 1**: Demonstrate *technical proficiency* in use of art media, tools, processes and technology.
- **PSLO 2**: Demonstrate the ability to understand and employ elements and principles of *visual* design for the *communication* and expression of ideas.
- **PSLO 3**: Demonstrate *knowledge* of historic and contemporary artistic creation of diverse *global cultures*.
- **PSLO 4**: Demonstrate *creative thinking* through the production of original artworks or new interpretations of art’s meaning/role in society.
- **PSLO 5**: Demonstrate *critical thinking* skills through the ability to clarify problems, evaluate ideas and forms, and compare multiple solutions to make informed judgments.

The Art Department Program Assessment plan was first designed to assess each PLOS every year. With the encouragement of the Program Assessment committee, we have decided to focus assessment on one or two PLO’s each year as above. This will allow for more in-depth analysis of success and areas/plans for improvement.
ASSESSMENT MEASURES (Method)
Indicate (mark with an X) the type of assessment used to evaluate each PSLO. Check as many boxes as apply.
If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Performance Assessment (Art, Music, Theatre, etc.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)</td>
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<tr>
<td>Professional Credentialing Exam</td>
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<tr>
<td>Major Field Test or National Exam</td>
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</tr>
<tr>
<td>Course Embedded Assignment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Project Evaluation (e.g. research)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Grades</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INDIRECT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exit Interviews/Focus Groups</td>
<td></td>
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<tr>
<td>Other: Internship (elective)</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

CURRICULUM MAP (Alignment)
List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.
- T = Taught Only
- X = Taught and Assessed
- A = Assessed Only
If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR101</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR102</td>
<td></td>
<td>X</td>
<td>T</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>AR120</td>
<td>X</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR131</td>
<td>X</td>
<td>T</td>
<td></td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>AR300</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR301/302/304</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AR306/307/407</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>AR309/310/311</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>AR312 or AR401</td>
<td></td>
<td>X</td>
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<td>X</td>
<td></td>
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<tr>
<td>AR313</td>
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<td>X</td>
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<td></td>
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<tr>
<td>AR402</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
## DATA COLLECTION & ANALYSIS CALENDAR

Indicate how often assessment data are collected and analyzed for each PSLO. Y=every year, S=every semester, 2=every other year, 3=every 3 years, (etc.), O-Other (please explain).

If the program has more than 6 PSLO, hit “Tab” in the last cell to add another row.

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes</th>
<th>Frequency of Data Collection</th>
<th>Frequency of Data Analysis</th>
<th>Threshold of Measure (ex: 75% of students will receive B or better) – see Assessment Plan Guide for additional instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSLO 1</td>
<td>Y</td>
<td>4</td>
<td>75% of students will achieve 3-4 rubric rating for PSLO’s at end level; 2-3 for mid level; 1-2 for beginning level.</td>
</tr>
<tr>
<td>PSLO 2</td>
<td>Y</td>
<td>4</td>
<td>See number 1 above</td>
</tr>
<tr>
<td>PSLO 3</td>
<td>Y</td>
<td>4</td>
<td>75% of Art history students will achieve 3.5-4 rubric rating at end level; 2.5-3.5 for mid level; 1-2.5 for beginning level.</td>
</tr>
<tr>
<td>PSLO 4</td>
<td>Y</td>
<td>4</td>
<td>See number 1 above</td>
</tr>
<tr>
<td>PSLO 5</td>
<td>Y</td>
<td>4</td>
<td>See number 1 above</td>
</tr>
</tbody>
</table>

## ASSESSMENT PLAN DESCRIPTION

Describe how faculty are involved in the development, implementation and periodic review and improvement per the assessment plan review cycle.

*Cell will expand to accommodate text.*

All faculty are responsible for administering assessment rubric and assessing PLO’s identified as above in curriculum map. All faculty meet to discuss assessment data and plans for increasing achievement of PLO’s. Annual review of PLO Assessment rubric by faculty. Rotation of Assessment Liaison position.

## PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year’s annual report.

Cycle repeats after Year 6.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Assessment Plan Review</th>
<th>Were changes made and addressed in the Annual Report? Yes or No (update when applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2013-14</td>
<td>Creation of assessment plan</td>
<td>Yes – change to focus on individual PLOs on rotating annual basis</td>
</tr>
<tr>
<td>2/2014-15</td>
<td>Implement first focus year on PLO 3</td>
<td></td>
</tr>
<tr>
<td>3/2015-16</td>
<td>Assess success of single PLO assessment</td>
<td></td>
</tr>
<tr>
<td>4/2016-17</td>
<td>Refine process of single PLO assessment</td>
<td></td>
</tr>
<tr>
<td>5/2017-18</td>
<td>Implement and continue single PLO assessment plan</td>
<td></td>
</tr>
<tr>
<td>Year 6/2018-19</td>
<td>Review overall success of single PLO assessment after entire cycle of 5 PLOs has been completed</td>
<td></td>
</tr>
</tbody>
</table>