Fine Arts Division:
Student and Program Learning Outcome Dialog Days - Fall 2019

Area (please circle one) – Art History, Ceramics, ==Graphics==, Photography, 2-D, Sculpture

Outcome Dialogs are meant to provide faculty with an opportunity to engage in meaningful conversations about student and program learning outcomes. Below are some questions to facilitate these course and program-level conversations. **The expectation is not that program faculty will address each prompt; however, the prompts may be used as spring boards for these discussions.**

Resources: Carnegie Mellon University - Research-based Principles of Learning
eLearning Industry - 9 Tips to Apply Adult Learning Theory to eLearning
Advancing Assessment Education - Developing Quality Assessments

Please document your conversations and e-mail a typed version to Magnolia for our 1st Division Meeting of the Fall term. These responses will be included in our program's APPW or CPPR for the current academic year.

1. What methods of assessment are currently being used to measure student learning outcomes? Describe the assessment tools listed below and include others as necessary How effective do you feel your assessment methods and tools have been in measuring student learning outcomes?
    - Exams

    - Projects / Assignments

    Projects still the most useful way to help student to build portfolio, even at

    beginning level but its works very well for student to start their job early.

    - Written Assignments

    - Capstone Project / Portfolio

    We see portfolio will be an effective way to help us to assessment student.

    - Critique

    - Sketchbook

    - Other

2. Is there another assessment method or tool that you feel would be more effective in measuring student learning outcomes? If so, what is it and what challenges do you anticipate in implementing it in your program or course?
    a. **We currently use projects and portfolio. It could be other format or display methods, but there are no effective alternative solutions available for graphic area.**
    b. **We will try to test digital and online portfolio.**

3. How were your student learning outcomes originally created? Do you regularly review, discuss or revise your student learning outcomes (slo's) based upon discussion with other faculty in your discipline?
   (Lead faculty were tasked with implementing assessment criteria for ELumen. Lead faculty typically revise slo's when working on curriculum).
   - **Lead faculty created the original student learning outcomes with recent curriculum updates.**
   - **We do discuss SLO's during our regular semester meetings and it do works well so far.**

4. Based on your assessment of student learning outcomes, what recommendations do you have for changing or making improvements to your courses and/or your program?
    a. **We are testing to add new short projects so student can completed one project in one or two class meetings, it is help to enhanced the success rates and build more work to completed an entry level portfolio that commonly include at lest 10 pieces works.**
    b. **More student studio hours or projects hours exclude regular hours. We see student need more hours under guideline of the instructor to create effective works.**

5. How do you currently assess your program learning outcomes (plo's)? If you haven't, what assessment method would best be reflective of student's goals in your program (such as transfer or career advancement)?
   (Lead faculty typically evaluate plo's when completing the APPW and/ or CPPR. The final student portfolios and written essays for Art 293 Portfolio, are used for plo assessment)

Art 293 SLO's
1. Evaluate educational and vocational career opportunities in visual art.
2. Determine appropriate artwork and supporting materials for designated audiences.
3. Present a portfolio of artwork in both a digital and physical format.
4. Demonstrate skills in preparing appropriate written presentation materials as an artist or designer.

We use evaluation student final graphics portfolios to assessment SLO's.

6. What question(s) do you still have regarding student learning outcomes in your program?

no

7. What recommendations do you have for creating a culture of dialog around student and/or program learning outcomes at Cuesta?

no