

## Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

### 2012-2013 Fine Arts BA

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

## Mission / Purpose

The mission of the Fine Arts program is to provide students with a Bachelor's degree in Fine Arts within a liberal arts tradition. The program introduces students to a foundation of drawing, design, and art history, and moves them into an exploration of art through many 2-Dimensional and 3-Dimensional media, New Media and Inter-media art making concepts and practices. Students in the major learn to express and analyze visual and conceptual aspects of art. The degree will prepare students for a wide variety of career possibilities, such as working in the areas of commercial arts, graphic arts, Media Arts, arts administration, art education and the pursuit of their own fine arts career. In addition, the program will prepare students who wish to pursue a graduate degree in the fine arts.

The mission of the Fine Arts program connects directly with the mission of Indiana University Kokomo in that it provides a recognized undergraduate baccalaureate degree program in Fine Arts. In keeping with the overall IU Kokomo mission, the Fine Arts program "enhances creative work" and strengthens the "cultural vitality of the region" (IU Kokomo Mission Statement).

## Goals

### **G 1: Knowledge of historical and contemporary artworks**

Knowledge of historical and contemporary artworks

### **G 2: Technical/Formal Skills**

Technical/Formal Skills

### **G 3: Creative Expression**

Creative Expression

### **G 4: Communication in Art**

Communication in Art

### **G 5: Professional Practices**

Professional Practices

## Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

### **S 1: Identify major artists and artistic works in the visual arts/Comp#1**

Outcome:

Identify major artists and artistic works in the visual arts

Component 1: Be able to cite referenced work or reflected work in historic continuum

### **S 2: Identify major artists and artistic works in the visual arts/Comp#2**

Outcome:  
Identify major artists and artistic works in the visual arts.  
Component:  
Be able to describe major art movements within the history of art.

**S 3:Identify major artists and artistic works in the visual arts/Comp#3**

Outcome:  
Identify major artists and artistic works in the visual arts  
Component:  
Be able to identify major artists and works from major periods of art history

**S 4:Understand the relationship of contemporary works to art history/Comp#1**

Outcome:  
Understand the relationship of contemporary works to art history  
Component:  
Be able to describe the historical referenced work in the contemporary artwork.

**S 5:Position artistic works within cultural and intellectual history/Comp#1**

Outcome:  
Position artistic works within cultural and intellectual history  
Component:  
Be able to verbalize the connections between the making of the art and the time of its making.

**S 6:Position artistic works within cultural and intellectual history/Comp#2**

Outcome:  
Position artistic works within cultural and intellectual history  
Component:  
Be able to write about how and why a certain cultural or historical period affected an art movement.

**S 7:Compare and contrast artistic works within cultural and intellectual contexts/Comp#1**

Outcome:  
Compare and contrast artistic works within cultural and intellectual contexts  
Component:  
Be able to describe contemporary art connections to the history of art.

**S 8:Utilize arts elements to produce aesthetically resolved artworks/Comp#1**

Outcome:  
Utilize arts elements to produce aesthetically resolved artworks  
Component:  
Understand basic 2D and 3D design principles and application

**S 9:Utilize arts elements to produce aesthetically resolved artworks/Comp#2**

Outcome:  
Utilize arts elements to produce aesthetically resolved artworks  
Component:  
Understand the use of materials and methods in theory and application

**S 10:Utilize arts elements to produce aesthetically resolved artworks/Comp#3**

Outcome:

Utilize arts elements to produce aesthetically resolved artworks

Component:

Understand observational drawing

### Related Artifacts/Objects:

#### **A 1:Drawing Portfolio**

We assessed drawing by collecting drawing portfolios from the fine arts majors taking *F100 Fundamental Studio: Drawing*. One line drawing of objects, one value drawing, one perspective drawing and one portrait drawing were collected from each major. We looked for an understanding of sighting and measuring techniques, value structure, linear perspective, and facial proportions by rating the drawings as 'meets standards', 'below standards' or 'exceeds standards'.

Susan Skoczen, Gregory Steel, and Minda Douglas assessed the students' works.

We changed the benchmark language from 'good', 'fair', and 'inadequate' to 'exceeds standards', 'meets standards', and 'below standards'. We felt this language would better define the quality of the student work.

Source of Evidence: Portfolio, showing skill development or best work

#### **Benchmark:**

Our benchmark was that 90% of the majors would rank as 'meets standards'.

### Findings (2012-2013) - Benchmark: **Not Met**

Ten students were assessed with six students having a complete portfolio of the four drawings and four students having less than four drawings. We assessed each drawing separately because it gave us more specific results. We assessed a total of 31 drawings. Out of the 31 drawings, 12 met the standards and 19 were rated below standards.

The benchmark expectations were far below where we wanted them to be. Only 39% of the drawings met the standards. The faculty have noticed that many students are coming to the art program lacking a strong background in drawing. There is a large gap to bring students up to the standards we are hoping for. We also had some problems with some of the drawings provided to us by the adjunct faculty. The drawings may have not been the best choice to demonstrate the particular category (line, value, perspective, portrait). For example, some of the portraits submitted were creative projects instead of simple portrait studies. It was difficult to assess the proportions of the facial features with these particular drawings.

### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

**Drawing Assessment Plan**  
*Established in Cycle: 2012-2013*

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will cl...

**S 11: Demonstrate appropriate use of tools, technology, and processes in the creation of the visual arts**

Demonstrate appropriate use of tools, technology, and processes in the creation of the visual arts

**S 12: Understand that arts elements, such as color, line, rhythm, space, form, and time may be combined selectively to elicit a specific**

Understand that arts elements, such as color, line, rhythm, space, form, and time may be combined selectively to elicit a specific aesthetic response

**S 13: Demonstrate an understanding of correct safety methods/procedures and proper use of art equipment and supplies**

Demonstrate an understanding of correct safety methods/procedures and proper use of art equipment and supplies

**S 14: Construct their individual artistic direction /Comp#1**

Outcome:  
Creative Expression  
Component:  
Write an artist statement.

**S 15: Construct their individual artistic direction/Comp#2**

Outcome:  
Construct their individual artistic direction  
Component:  
Verbalize the artistic theory behind the making of their artwork.

**S 16: Understand creative voice as it relates to historical and contemporary art/Comp#1**

Outcome:  
Understand creative voice as it relates to historical and contemporary art  
Component:  
Verbalize the historic and contemporary references in their artwork

**S 17: Understand creative voice as it relates to historical and contemporary art/Comp#2**

Outcome:  
Understand creative voice as it relates to historical and contemporary art  
Component:  
Be prepared to defend their artwork to intellectual scrutiny.

**S 18: Analyze and evaluate their work and others through class discussions and critiques/Comp#1**

Outcome:

Analyze and evaluate their work and others through class discussions and critiques

Component:

Make thoughtful comments with references in critiques.

**S 19: Analyze and evaluate their work and others through class discussions and critiques/Comp#2**

Outcome:

Analyze and evaluate their work and others through class discussions and critiques

Component:

Add constructive and critical commentary to the critique discussions.

**S 20: Demonstrate use of visual vocabulary for analyzing art/Comp#1**

Outcome:

Demonstrate use of visual vocabulary for analyzing art

Component:

Verbalize or write regarding the elements and principles behind their artwork and others

**S 21: Demonstrate use of visual vocabulary for analyzing art/Comp#2**

Outcome:

Demonstrate use of visual vocabulary for analyzing art

Component:

Verbalize or write regarding the theory behind their artwork and others.

**S 22: Discuss historical and contemporary conceptual issues in art and design/Comp#1**

Outcome:

Discuss historical and contemporary conceptual issues in art and design

Component:

Show and understanding of the historical continuum of art as it manifests in the current.

**S 23: Discuss historical and contemporary conceptual issues in art and design/Comp#2**

Outcome:

Discuss historical and contemporary conceptual issues in art and design

Component:

Show an understanding of the concept, social, intellectual, emotional, historical references in their work and others.

**S 24: Write about art history, contemporary art, and art theory**

Write about art history, contemporary art, and art theory

**S 25: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#1**

Outcome:

Demonstrate a high degree of professionalism in presenting and exhibiting their work

Component:

Use proper framing and mounting techniques

**S 26: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#2**

Outcome:

Demonstrate a high degree of professionalism in presenting and exhibiting their work

Component:

Organize a portfolio of art

**S 27: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#3**

Outcome:

Demonstrate a high degree of professionalism in presenting and exhibiting their work

Component:

Understand gallery practices about display and presentation

**S 28: Write about their art-making process/Comp#1**

Outcome:

Write about their art-making process

Component:

Construct an art resume

**S 29: Write about their art-making process/Comp#2**

Outcome:

Write about their art-making process

Component:

Write an artist statement

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Drawing Assessment Plan**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

The results have been disseminated to faculty in the program through email. At this point, the students with skills not meeting standards will be encouraged to take the second semester drawing and the faculty will continue to work with them to bring their observational drawing skills up to 'meets standards'.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Drawing Portfolio | **Outcomes/Components:** Utilize arts elements to produce aesthetically resolved artworks/Comp#3

**Analysis Questions and Analysis Answers**

**What did you learn about your students' learning from the assessment process in the most recent year?**

The benchmark expectations were far below where we wanted them to be. Only 39% of the drawings met the standards. The faculty have noticed that many students are coming to the art program lacking a strong background in drawing. There is a large gap to bring students up to the standards we are hoping for. We also had some problems with some of the drawings provided to us by the adjunct faculty. The drawings may have not been the best choice to demonstrate the particular category (line, value, perspective, portrait). For example, some of the portraits submitted were creative projects instead of simple portrait studies. It was difficult to assess the proportions of the facial features with these particular drawings.

**How widely and frequently have these results been discussed with your program faculty?**

The results have been disseminated to faculty in the program through email.

**What do these results mean for your program?**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

**What are your next steps going forward?**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

## Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

### 2012-2013 Fine Arts BFA

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

## Mission / Purpose

The mission of the Fine Arts program is to provide students with a Bachelor's degree in Fine Arts within a liberal arts tradition. The program introduces students to a foundation of drawing, design, and art history, and moves them into an exploration of art through many 2-Dimensional and 3-Dimensional media, New Media and Inter-media art making concepts and practices. Students in the major learn to express and analyze visual and conceptual aspects of art. The degree will prepare students for a wide variety of career possibilities, such as working in the areas of commercial arts, graphic arts, Media Arts, arts administration, art education and the pursuit of their own fine arts career. In addition, the program will prepare students who wish to pursue a graduate degree in the fine arts. The mission of the Fine Arts program connects directly with the mission of Indiana University Kokomo in that it provides a recognized undergraduate baccalaureate degree program in Fine Arts. In keeping with the overall IU Kokomo mission, the Fine Arts program "enhances creative work" and strengthens the "cultural vitality of the region" (IU Kokomo Mission Statement).

## Goals

### **G 1:1: Knowledge of historical and contemporary artworks**

1: Knowledge of historical and contemporary artworks

### **G 2:Technical/Formal Skills**

Technical/Formal Skills

### **G 3:Creative Expression**

Creative Expression

### **G 4:Communication in Art**

Communication in Art

### **G 5:Professional Practice**

Professional Practice

## Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

### **S 1:Identify major artists and artistic works in the visual arts/Comp#1**

Outcome: Identify major artists and artistic works in the visual arts Component 1::Be able to cite referenced work or reflected work in historic continuum

### **S 2:Identify major artists and artistic works in the visual arts/Comp#2**

Outcome: Identify major artists and artistic works in the visual arts. Component: Be able to describe major art movements within the history of art

### **S 3:Identify major artists and artistic works in the visual arts/Comp#3**



Outcome: Identify major artists and artistic works in the visual arts Component: Be able to identify major artists and works from major periods of art history

#### **S 4: Understand the relationship of contemporary works to art history/Comp#1**

Outcome: Understand the relationship of contemporary works to art history Component: Be able to describe the historical referenced work in the contemporary artwork

#### **S 5: Position artistic works within cultural and intellectual history/Comp#1**

Outcome: Position artistic works within cultural and intellectual history Component: Be able to verbalize the connections between the making of the art and the time of its making.

#### **S 6: Position artistic works within cultural and intellectual history/Comp#2**

Outcome: Position artistic works within cultural and intellectual history Component: Be able to write about how and why a certain cultural or historical period affected an art movement

#### **S 7: Compare and contrast artistic works within cultural and intellectual contexts/Comp#1**

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#### **S 8: Utilize arts elements to produce aesthetically resolved artworks/Comp#1**

Outcome: Utilize arts elements to produce aesthetically resolved artworks Component: Understand basic 2D and 3D design principles and application

#### **S 9:: Utilize arts elements to produce aesthetically resolved artworks/Comp#2**

Outcome: Utilize arts elements to produce aesthetically resolved artworks Component: Understand the use of materials and methods in theory and application

#### **S 10: Utilize arts elements to produce aesthetically resolved artworks/Comp#3**

Outcome: Utilize arts elements to produce aesthetically resolved artworks Component: Understand observational drawing

#### **Related Artifacts/Objects:**

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drawing, one perspective drawing and one portrait drawing were collected from each major.

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Source of Evidence: Portfolio, showing skill development or best work

**Benchmark:**

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**Findings (2012-2013) - Benchmark: Not Met**

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**Related Action Plans (by Established cycle, then alpha):**

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**Drawing Assessment Plan**

*Established in Cycle: 2012-2013*

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Outcome: Creative Expression Component: Write an artist statement

**S 15: Construct their individual artistic direction/Comp#2**

Outcome: Construct their individual artistic direction Component: Verbalize the artistic theory behind the making of their artwork

**S 16: Understand creative voice as it relates to historical and contemporary art/Comp#1**

Outcome: Understand creative voice as it relates to historical and contemporary art  
Component: Verbalize the historic and contemporary references in their artwork

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Outcome: Understand creative voice as it relates to historical and contemporary art  
Component: Be prepared to defend their artwork to intellectual scrutiny.

**S 18: Analyze and evaluate their work and others through class discussions and critiques/Comp#1**

Outcome: Analyze and evaluate their work and others through class discussions and critiques  
Component: Make thoughtful comments with references in critiques.

**S 19: Analyze and evaluate their work and others through class discussions and critiques/Comp#2**

Outcome: Analyze and evaluate their work and others through class discussions and critiques  
Component: Add constructive and critical commentary to the critique discussions

**S 20: Demonstrate use of visual vocabulary for analyzing art/Comp#1**

Outcome: Demonstrate use of visual vocabulary for analyzing art  
Component: Verbalize or write regarding the elements and principles behind their artwork and others

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Outcome: Demonstrate use of visual vocabulary for analyzing art  
Component: Verbalize or write regarding the theory behind their artwork and others.

**S 22: Discuss historical and contemporary conceptual issues in art and design/Comp#1**

Outcome: Discuss historical and contemporary conceptual issues in art and design  
Component: Show an understanding of the historical continuum of art as it manifests in the current.

**S 23: Discuss historical and contemporary conceptual issues in art and design/Comp#2**

Outcome: Discuss historical and contemporary conceptual issues in art and design  
Component: Show an understanding of the concept, social, intellectual, emotional, historical references in their work and others.

**S 24: Write about art history, contemporary art, and art theory**

Write about art history, contemporary art, and art theory

**S 25: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#1**

Outcome: Demonstrate a high degree of professionalism in presenting and exhibiting their work  
Component: Use proper framing and mounting techniques.

**S 26: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#2**

Outcome: Demonstrate a high degree of professionalism in presenting and exhibiting their work  
Component: Organize a portfolio of art.

**S 27: Demonstrate a high degree of professionalism in presenting and exhibiting their work/Comp#3**

Outcome: Demonstrate a high degree of professionalism in presenting and exhibiting their work  
Component: Understand gallery practices about display and presentation

**S 28: Write about their art-making process/Comp#1**

Outcome: Write about their art-making process  
Component: Construct an art resume.

### **S 29: Write about their art-making process/Comp#2**

Outcome: Write about their art-making process Component: Write an artist statement.

## **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### **Drawing Assessment Plan**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

The results have been disseminated to faculty in the program through email. At this point, the students with skills not meeting standards will be encouraged to take the second semester drawing and the faculty will continue to work with them to bring their observational drawing skills up to 'meets standards'.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Drawing Portfolio | **Outcomes/Components:** Utilize arts elements to produce aesthetically resolved artworks/Comp#3

## **Analysis Questions and Analysis Answers**

### **What did you learn about your students' learning from the assessment process in the most recent year?**

The benchmark expectations were far below where we wanted them to be. Only 39% of the drawings met the standards. The faculty have noticed that many students are coming to the art program lacking a strong background in drawing. There is a large gap to bring students up to the standards we are hoping for. We also had some problems with some of the drawings provided to us by the adjunct faculty. The drawings may have not been the best choice to demonstrate the particular category (line, value, perspective, portrait). For example, some of the portraits submitted were creative projects instead of simple portrait studies. It was difficult to assess the proportions of the facial features with these particular drawings.

### **How widely and frequently have these results been discussed with your program faculty?**

The results have been disseminated to faculty in the program through email.

### **What do these results mean for your program?**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

**What are your next steps going forward?**

After this assessment, we felt that it was important to look at this same goal/outcome/component next year as well. We will clarify the type of drawings needed for the assessment, so we can accurately determine if changes need to be made to the curriculum. We may decide to make the second semester and third semester of drawing required courses.

## Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

### 2012-2013 New Media Communications BA & BS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

#### Mission / Purpose

The mission of the IU Kokomo New Media Communication degree program is to prepare students to be critical, creative, problem-solving, and effective designers and communicators, able to be successful citizens and professionals in emerging digital technological fields.

#### Goals

**G 1: Students can demonstrate general New Media Communication knowledge.**

Students can demonstrate general New Media Communication knowledge.

**G 2: New Media Communication majors will be able to solve a client's / organization's specific needs.**

Given a client / organization, context, and specific problem relevant to the student's concentration, New Media Communication majors will be able to solve a client's / organization's specific needs.

#### Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

**S 1: Students will be able to apply major theories of New Media Communication / comp 1**

Outcome: Students will be able to apply major theories of New Media Communication.  
Component: Student demonstrates an ability to describe the content theories accurately.

#### Relevant Associations:

#### Related Artifacts/Objects:

**A 1: Student demonstrates an ability to describe the content theories accurately.**

Student demonstrates an ability to describe the content theories accurately.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Met**  
94% At Least Meeting Expectations

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Synthesis and application of new media theory**  
*Established in Cycle: 2012-2013*

Synthesis and application of complex works of theory is hard, and some students had trouble with it. We will focus more on the...

**S 2: Students will be able to apply major theories of New Media Communication / comp 2**

Outcome: Students will be able to apply major theories of New Media Communication.  
Component: Student demonstrates an ability to make connections and contrasts between the theories learned in the course.

**Related Artifacts/Objects:**

**A 2: Student demonstrates an ability to make connections and contrasts between the theories learned in the course**

Student demonstrates an ability to make connections and contrasts between the theories learned in the course

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Partially Met**  
81% At Least Meeting Expectations

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Synthesis and application of new media theory**  
*Established in Cycle: 2012-2013*

Synthesis and application of complex works of theory is hard, and some students had trouble with it. We will focus more on the...

**S 3: Students will be able to apply basic principles of visual design, digital design, and web design**

Outcome: Students will be able to apply basic principles of visual design, digital design, and web design.  
Component: Student successfully applies course theories to real world problems.

**Related Artifacts/Objects:**



**A 3: Student successfully applies course theories to real world problems.**

Student successfully applies course theories to real world problems.

Source of Evidence: Project, either individual or group

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Not Met**

63% At Least Meeting Expectations.

The three students performing best in the course did not take the test, and it was clear that some other high performers did not give their best effort, as they did not need many points on the final exam. The test also did not explicitly require the students to perform Application of the theories.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Synthesis and application of new media theory**

*Established in Cycle: 2012-2013*

Synthesis and application of complex works of theory is hard, and some students had trouble with it. We will focus more on the...

**S 4: Demonstrate ability to conduct and apply design method to the problem-solving process / comp 1**

Outcome: Demonstrate the ability to conduct and apply design method to the problem-solving process that accomplishes a project at an industry-standard level.

Component: Can identify audience.

**Related Artifacts/Objects:**

**A 4: Can identify audience.**

Can identify audience.

Source of Evidence: Project, either individual or group

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Not reported in this cycle.

**S 5: Demonstrate ability to conduct and apply design method to the problem-solving process / comp 2**

Outcome: Demonstrate the ability to conduct and apply design method to the problem-solving process that accomplishes a project at an industry-standard level.

Component: Can create, compare and assess (test, analyze, compare, critique) possible solutions.

**Related Artifacts/Objects:**

**A 5:Can create, compare and assess (test, analyze, compare, critique) possible solutions.**

Can create, compare and assess (test, analyze, compare, critique) possible solutions.

Source of Evidence: Project, either individual or group

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Not reported in this cycle.

**S 6:Demonstrate ability to conduct and apply design method to the problem-solving process / comp 3**

Outcome: Demonstrate the ability to conduct and apply design method to the problem-solving process that accomplishes a project at an industry-standard level.

Component: Can effectively present solutions.

**Related Artifacts/Objects:**

**A 6:Can effectively present solutions.**

Can effectively present solutions.

Source of Evidence: Project, either individual or group

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Not reported in this cycle.

**S 7:Demonstrate ability to conduct and apply design method to the problem-solving process / comp 4**

Outcome: Demonstrate the ability to conduct and apply design method to the problem-solving process that accomplishes a project at an industry-standard level.

Component: Can complete project at an industry-standard level.

**Related Artifacts/Objects:**

**A 7:Can complete project at an industry-standard level.**

Can complete project at an industry-standard level.

Source of Evidence: Project, either individual or group

**Benchmark:**

It will be acceptable for 85% of students to achieve at least meet expectations in the above components.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Not reported in this cycle.

**Other Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans**

**O 8:please delete**

**O 9:please delete**

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Synthesis and application of new media theory**

Synthesis and application of complex works of theory is hard, and some students had trouble with it. We will focus more on these within the New Media program, including the New Media Theory course.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Student demonstrates an ability to describe the content theories accurately. | **Outcomes/Components:** Students will be able to apply major theories of New Media Communication / comp 1

**Artifact/Object:** Student demonstrates an ability to make connections and contrasts between the theories learned in the course | **Outcomes/Components:** Students will be able to apply major theories of New Media Communication / comp 2

**Artifact/Object:** Student successfully applies course theories to real world problems. | **Outcomes/Components:** Students will be able to apply basic principles of visual design, digital design, and web design

**Implementation Description:** Rework New Media Theory course to focus more on synthesis and application of complex works of theory.

**Responsible Person/Group:** Scott Jones

**Additional Resources Requested:** none

**Analysis Questions and Analysis Answers**

**What did you learn about your students' learning from the assessment process in the most recent year?**

Measuring student ability to apply major theories of new media communication showed that Synthesis and Application of complex works of theory is difficult for some of our students. As the tasks became more demanding, a lower percentage of students met the expectations. The only component meeting the goal of at least 85% students meeting or exceeding the goal was Description, though Synthesis also came close.

**How widely and frequently have these results been discussed with your program faculty?**

The New Media Communications program is a young and growing program. Assessment results and a recent external program review are helping us plan curricular changes, which are discussed regularly in program meetings.

**What do these results mean for your program?**

We believe theory to be an essential component of the New Media Communication program. We will work to improve on our instruction in order to achieve the goals set forth.

**What are your next steps going forward?**

The results will be summarized and posted on the Web. Our summary will be as follows.

"During the 2012-2013 academic year, the New Media Communication degree program assessed students in Outcome 1.1: *Students will be able to apply major theories of new media communication*. 94% percent of students assessed were rated as at least meeting expectations in description, 81% at least met expectations in synthesis, and 63% at least met expectations in application. We will work to improve on our instruction of the latter two in N411."