Overall Program Assessment Strategies

Our assessment plan incorporates the following strategies:

1) First-semester students take a self-evaluation survey to assess their various technical and creative proficiencies, as well as their expectations for the ATK Program. This survey will be revised to elicit both quantitative and qualitative data.
2) Graduating students take a self-evaluation survey to assess their growth in technical and creative areas and whether the ATK Program met their expectations. This survey will be revised to elicit both quantitative and qualitative data.
3) Students individually present their portfolios to the faculty and discuss their creative and professional goals. Undergraduates annually present while graduate students present every semester. These qualitative experiences are discussed during faculty meetings and compared with past portfolio presentations to identify Program strengths and weaknesses.
4) Periodic alumni job placement surveys are used to determine what percentage of ATK graduates are working in degree-related careers, in what specific fields, and with what job titles. These results are taken into consideration when modifying existing curriculum and developing new courses, as well as examining overall program practices.
5) Examination of themes in student course evaluations by the Program director. Aggregate themes can be shared with the faculty to foster discussion regarding curriculum, creative and vocational relevance, and overall program effectiveness.
6) Quantitative data on enrolment numbers, attendance, retention, graduation rates, incoming GPA and ACT, outgoing GPA, FTE, IC, sections offered, budget and spending, diversity, etc., are regularly tracked and evaluated. These data points are useful in determining program strengths and weaknesses, trends, and changes over time.
7) ATK solicits feedback from working alumni, internship supervisors, and prospective employers to determine our effectiveness in training our students for the workforce.

Assessment Specifics for BA/BS Degrees

Describe learning goals measured, assessment methods and metrics used, and stakeholders involved.

As with most arts programs, evaluation and assessment is integrated in to every course we teach and is part and parcel to how we see the work of our students and the effectiveness of our teaching and curriculum.

The Program in Arts Technology measures four primary learning goals:

GOAL 1: Technical Competence. This includes basic levels of fluency in standard sound and art-making software such as Adobe Photoshop Adobe Illustrator, Adobe Audition, and Ableton Live; web development; coding and programming; music and sound design; and video production.

GOAL 2: Aesthetic Decision-making. Students should develop an ability to make sound compositional judgments when producing visual and audio work. Students should be able to analyze their work and the work of others based the value of its content and its artistic merit beyond technical proficiency.

GOAL 3: Problem Solving. The Program asks students to apply technical and aesthetic decision making to projects that require specific outcomes and function within prescribed parameters.

GOAL 4: Verbal Articulation of work and experiences. Students must be able to talk to other professionals in the field, as well as lay people, about their work by making sound arguments that explain their decision-making process and the work's relevance.

Assessment measures include project critiques and evaluations for every project in every course, observations made during intermediate portfolio review, and student self-assessments, feedback from internship placements, and alumni success and feedback. The faculty meets every other week to address administrative matters, plan programming, and to discuss curricular ideas. These meetings foster ongoing discussion and reflection by faculty members who regularly present ideas about teaching and learning concerns and achievements.

Primary stakeholders are students in the Program. Other stakeholders include consumers of artistic media, including employers; program faculty, and Illinois State University.

Describe the process used to analyze assessment data and identify program modifications.

Assessment tool	Goals Assessed	Data Collected	When	Assessor (s)	Outcomes
Student competence as measured by	All goals	Grades and qualitative data expressed in the application of	End of each semester	Course instructor.	Course curriculum and teaching methods adjustments.

performance in individual courses.		course and Program learning goals.			
Beginning Student self-assessment.	Goals 1, 2	Quantitative data gathered from surveys.	ATK 201	Aggregate scores are assessed by Program faculty	Adjustments to course content to reflect existing student knowledge
Intermediate Portfolio Review	All goals	Qualitative data gathered through student presentations and interviews	Student's junior year	Individual and aggregate data is assessed by Program faculty	Course curriculum and teaching methods adjustments. Individual student mentoring.
Intermediate student self-assessment.	Goals 1, 2, 3	Quantitative data gathered from surveys.	At Intermediate Portfolio Review.	Aggregate scores are assessed by Program faculty	New and revised courses.
Internship Placements	Goals 1, 2, 3	Grades and qualitative data gathered from employers	Senior year	Assistant Director/Internship Coordinator	New and revised courses. Individual student mentoring.
Alumni success	All goals	Job placement and qualitative feedback from alumni	Post graduation, homecoming	Program faculty and staff	New and revised courses. Individual student mentoring.

In-course project critiques and evaluations.

Because the feedback loop is continual, each faculty member analyzes data on a daily bases in every course taught. When an assignment is given each faculty member begins receiving data from the workflow of students as prescribed by the assignment. Instructors observe the progress and success status of every student's work on nearly a daily basis through one-on-one interactions with students and their work and formal group critiques. Although grades serve as data to provide feedback to students and to formalize their evaluation, overall course, and ultimately program, assessment is made by instructors based upon observations of qualitative measures of the goals described above. These

qualitative measures are compared to past student performance to determine if new curriculum teaching techniques and practices are warranted and/or working. Instructors usually teach a course for several consecutive semesters and adjust their teaching plan according to student performance, student feedback, and observations made by other instructors.

Observations made during Intermediate Portfolio Review.

Every spring students with junior standing are required to present a culmination of their work to the faculty as a whole. Each presentation lasts 30 minutes of which approximately 20 minutes are allotted for the student to talk about their work and 10 minutes for faculty questions and discussion. This process is a valuable tool in program assessment and student self-assessment. Students must select work to talk about and lead the conversation about the work. The work is not exclusive to course work, students may present work that they are doing outside of class as "side projects". This work often provides more meaningful measures of the student's achievement towards program goals than course work because it is usually done without faculty consultation and reflects the strengths and weaknesses of the student's work. The review itself fosters student's professional self-awareness and forces each student to reflect on their complete body of their work.

Faculty gain insight about the program is meeting its goals by observing and evaluating the work students are doing, learning what other faculty are assigning, and hearing student talk about their work. After the reviews, faculty members have reflective discussions about what they observed and identify strengths and weaknesses in the work and student presentation. They then discuss what areas of the curriculum needs improvement and possibly what courses may not be supporting the Program's learning goals. These discussions make their way to individual course changes and, more recently, to overall program curricular changes.

Student self-assessment

Beginning in 2015, students were asked to complete self-assessment forms at program entry (ATK 201) and at the Intermediate Portfolio Review. These self-assessments (see addendum items _____.) instruments ask students to rate their technical skill levels and understanding of basic creative problem solving using identical questions. This provides faculty with a quantitative measure of how students see their progress on fundamental learning objectives. This also provides the Program with baseline data for incoming students to identify trends in skill levels of relevant program curricular components. It is anticipated that this will help the faculty adjust expectation of student knowledge and performance in individual courses and to develop new curriculum that challenges and progresses student learning.

Feedback from internship placements.

Employer and student feedback is part of all internship courses and is utilized not just to determine a grade but to also determine if what students are learning is relevant to employers and real-life work problems. Our curriculum is also validated or brought in to

questions when internship employers continue or discontinue their relationship with the Program.

Alumni success and feedback.
One of the best measures of progress toward learning goals is the success rate of our alumni. Since the Program is relatively small, we are able to track each graduate and measure the program's job placement rate. Although we must be careful not to place too much emphasis on job placement, employment in the field is a valuable indicator of student learning outcomes. We have one alumni return each year at homecoming to talk to students and faculty. There is a session specifically for faculty to discuss the program's strengths and weaknesses with the guest alumni. We also invite many alumni to participate in our undergraduate career advisement workshop. In both settings we hear how about what our alumni are doing in their jobs and how the were prepared or underprepared.

Describe program changes made since the last program review based on assessment outcomes.
The Program has introduced many new courses and course content since the last program review.

Rethinking content in ATK 301, Software Design in the Arts I
The content of this course has been changed to be a web development course with an emphasis on HTML and CSS scripting. Previously it was a course that covered technology related content in an applied, yet very general, fashion.

New course content has been offered.
- Web Video
- Advanced Web
- Motion Graphics
- Two-dimensional Visual Composition

We developed a career preparation course using the ATK 300 course number.

Increase internship placements

Requiring all Arts Technology majors to have a web-based portfolio. This begins in the introductory course, ATK 201, and is seen as the first step in preparing students for the Intermediate Portfolio Review and for job searching.