

## 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 MS Degrees

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

The Master of Science degree in Arts Technology measures three primary learning goals:  
**LEARNING GOAL 1.** Develop a deep understanding of at least one technical media taught within the program.

**LEARNING GOAL 2.** Develop critical thinking about their work and the work of others.

**LEARNING GOAL 3.** Know how to apply critical analysis to problems that are expressed through the connection between technology and the arts.

Assessment measures include project critiques and evaluations for every project in every course, and observations made in ATK 401, Arts Technology's graduate review course; 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 student achievement.

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

*Overview and description of the assessment process.*

<b>Assessment tool</b>	<b>Goals Assessed</b>	<b>Data Collected</b>	<b>When</b>	<b>Assessor (s)</b>	<b>Outcomes</b>
Student competence as measured by performance in individual courses.	All goals	Grades and qualitative data expressed in the application of course and Program learning goals.	End of each semester	Course instructor.	Course curriculum and teaching methods adjustments.

Graduate Reviews	All goals	Qualitative data gathered through student presentations and interviews	Every semester in ATK 401	Individual and aggregate data is assessed by Program faculty	Course curriculum and teaching methods adjustments. Individual student mentoring. New and revised courses.
Internship Placements	All goals	Grades and qualitative data gathered from employers	Second year	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 status of every student's work on a nearly daily basis through one-on-one interactions with students 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 ATK 401, Performance Review Course.*

Each semester students are enrolled in ATK 401, a course in which they are required to present their work to their graduate student peers and the faculty. Each presentation lasts 30 minutes of which approximately 20 minutes is 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 discuss projects on which they

are currently working and how their accumulated coursework and experiences are advancing their work as artists and developers of digital media.

The work is not exclusive to coursework, 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 coursework 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 how 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.

Faculty members have found that the reviews cause the students to be more accountable to their peers, and foster a “need to do more” attitude within each student.

#### *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 into 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 Arts Technology is relatively small, it is able to track each graduate and measure job placement rate. Although it 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 program 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 they were prepared or underprepared.