**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

All of the department ILO success rates are at 80% or higher and the department is satisfied with the results. Art also feels that in reworking its curriculum to suit its new Studio Art and Art History A.A.-T’s, and in scheduling only essential offerings after the cuts of 2010-11, that the department now has the right classes in place for MJC’s general education students as well as its degrees. The MJC Gallery has also been revived to serve the campus and the greater community. These improvements were made with fewer faculty. The department feels it could better serve the college with the replacement of Art’s eighth full-time instructor, and we are confident that we can improve our profile at the college while serving more students through classes that fulfill MJC’s mission and institutional goals.

**Faculty Included in the Preparation and Sharing of this Report:**

PLO Assessment was completed by Professors Stevenson, Barr-Brayman, Berger, and Wilson. Data collection was led by these four plus Professors Serros, Duchscher, Smith, and Niazmand.

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately 77/91 85%*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that 99/114 87%*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 68/77 88%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, 1975/2295 86%*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 268/320 84%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 37/44 84%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and N/A N/A*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 2479/2913 85%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, 383/462 83%*

*religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 99/114 87%*

*global context, including the emergence and perpetuation of inequalities and the*

*interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with N/A N/A*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social N/A N/A*

*responsibility through cross-cultural interactions, volunteerism, and civic*

*engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. N/A N/A*

*2. Analyze, synthesize and apply information practically and ethically within N/A N/A*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to N/A N/A*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set 2538/2992 85%*

*and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and 61/71 86%*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. N/A N/A*

*4. Exhibit quality judgment, dependability, and accountability while maintaining N/A N/A*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

With ILO success rates between 83 and 88% the department is satisfied that our students are achieving a level similar to the high level of success seen in the pass rates for arts’ courses.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

The department has seriously retooled its curriculum due to the cuts in 2011. In addition to the AAT degrees in studio art and art history. In doing so, the department paid special attention to college level general education needs and the way its courses feature in other areas at MJC. In this way the department has leveraged its limited offering to serve any student enrolled at MJC, whether in our degree, as a course in another degree, or as a general education level requirement. Not represented in this report is the reopening of the MJC Gallery, which brings art to MJC’s students and members of the greater Modesto area community. This success was despite considerable cuts to the department.

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

The department is putting significant energy into the health of the Art Club and the running of the MJC Art Gallery as ways of serving the college and community. Ties with High Schools have been deepened through visits to local k-12 schools, and through an annual high school art show. Art’s Fall 2015 general education offerings have been scheduled to include more variety while continuing to provide humanities area offerings. These improvements will increase MJC’s success in four of MJC’s five categories of institutional goals.