Instruments	May 2013 Report		May 2014 Report		May 2015 Report		
	2012/2013 Results	Actions Taken	2013/2014 Results	Actions Taken	2014/2015 Results	Actions Taken	Summary of Actions Taken
Graduation Rates (undergrad programs only)	20%	Students who have academic warnings are called and advised.					
1st Year Retention Rates (undergrad programs only)	100%	N/A					
Indirect or Reflective Assessment Instrument	Continued positive feedback from students.	N/A					
1st Portfolio Assessment	80% passed 20% failed		73% passed 27% failed		85% passed 15% failed		
2nd Portfolio Assessment	75% passed 25% failed		75% passed 25% failed		100% passed		
Senior Portfolio Review	100% passed	Continued use of Moodle by the faculty to review, upload and store department Assessment materials. Requirement of Projects Proposals have better prepared students for Senior Portfolio. Students have become more ambitious and thorough in the	100% passed	The Assessment Committee met at the beginning of the semester and discussed the assessment results of FY 2013. The assessment committee discussed the possibility of dividing the Senior Portfolio Review course into two semesters so that the first semester can be used for the written portion of the course and the second semester for the actual execution of the culmination project. It will be brought to the faculty meeting for possible curriculum action. In collaboration with the academic advisor, the	100% passed	The program website was updated to have a new design, assessment results, student testimonials, and more student artworks. The Foundations Committee developed the Foundations Assessment Portfolio requirements. The Assessment Committee met at the beginning of the semester to discuss the assessment results of FY 2014 and action plans. To encourage students participating in the assessments, all instructors	Students in Senior Portfolio are required to document and create a portfolio of work made for their senior project. Requiring this portfolio give the student material that they can use to apply for opportunities after graduation. The curriculum maps of all options and concentrations were updated to have a better alignment. There were two

		research and production their projects. Students in Senior Portfolio are required to document and create a portfolio of work made for their senior project. Requiring this portfolio give the student material that they can use to apply for opportunities after graduation.		assessment coordinator emailed the assessment info to individual students who were ready for the assessments, allowing them to prepare in advance. All instructors were emailed a list of students who were ready for the department assessments at the beginning of semester so that students were informed and encouraged to participate on time. The curriculum maps of all options and concentrations were updated to have a better alignment. Practicing artists were invited to Seminar III in Fall 2013 for students to be exposed to local art resources and gain a realistic sense of becoming a professional in visual arts. Moodle continued to be used as a vehicle to digitally compile and share all department assessment materials. Students were required to electronically submit written work to the assessment coordinator for upload to Moodle. Faculty had the option to submit assessment results electronically to Moodle. There were two student exhibitions: a juried student exhibition in the President's Gallery and a pin up as part of the Art Talent Scholarship application. These helped students better understand how to select and present their work for the assessment portfolios and		were emailed a list of students who were ready for the assessments at the beginning of semester. In addition to the Assessment Board, the assessment info was emailed to individual students who were ready for the assessments. Moodle continued to be used to digitally compile, share, and document all assessment materials. Full-time faculty members were invited to participate in the department assessment for more diverse critique. They can now access the Moodle assessment page. The faculty's timely participation was improved. The program received a positive review by the NASAD (National Association of Schools of Art and Design) accreditation team in Spring 2015. Students' timely submission continued to be problematic.	student exhibitions: a juried student exhibition in the President's Gallery and a pin up as part of the Art Talent Scholarship application. These helped students better understand how to select and present their work for the assessment portfolios and exhibitions. The program website was updated to have a new design, assessment results, student testimonials, and more student artworks. The Foundations Committee developed the Foundations Assessment Portfolio requirements. The Assessment Committee met at the beginning of the semester to discuss the assessment results of FY 2014 and action plans. To encourage students participating in the assessments, all instructors were emailed a list of students who were

				exhibitions. The department website was updated in Spring 2014 with the revised department assessment plans, student artworks, student testimonials, and more. Even though the web assessment plan descriptions and course numbers were submitted for update, some corrections requested by the faculty did not show up. It still needs to be corrected by the web support. Students' timely submission has been problematic, which ended up delaying the whole evaluation procedure. Stricter policy will be used. More conscious and timely faculty participation is needed.			ready for the assessments at the beginning of semester. In addition to the Assessment Board, the assessment info was emailed to individual students who were ready for the assessments. Moodle continued to be used to digitally compile, share, and document all assessment materials. Full-time faculty members were invited to participate in the department assessment for more diverse critique. They can now access the Moodle assessment page. The faculty's timely participation was improved. The program received a positive review by the NASAD (National Association of Schools of Art and Design) accreditation team in Spring 2015.