A. **College, Department and Date**

1. College: **UNM-Taos**
2. Department: **Art**
3. Date: **12.15**

B. **Academic Program of Study**

*Certificate in Applied Arts and Crafts*

C. **Contact Person(s) for the Assessment Plan**

Jonathan Blaustein

D. **Broad Program Goals & Measurable Student Learning Outcomes (SLOs)**

The Certificate in Applied Arts and Crafts provides training in the fine and applied arts. Traditional and contemporary methods of art making and critique practices are presented and explored. Practical, technical, conceptual and professional issues are emphasized. Students completing this certificate will be prepared to pursue a range of art related careers including Fine Artist, Artisan, production specialists, art handler, fine art and/or product photographer and more.

1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**

A. Students develop an appropriate understanding of the conceptual and technical underpinning of art practice, while also developing a familiarity with the core materials of any chosen areas of emphasis.

B. Students connect their contemporary art practice to, and ground their ideas in, the various art traditions throughout the last several thousand years.

2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A.1. Students will be capable of employing the core materials, tools and methods of their chosen areas of emphasis.

(etc.)

B.1. Students will be able to identify and describe the historical and theoretical basis of a number of traditional, modern and contemporary art making approaches.
E. **Assessment of Student Learning Plan**

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. **Student Learning Outcomes**

   *Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.*

   **Relationship to UNM Student Learning Goals** (insert the program’s SLOs and check all that apply):

<table>
<thead>
<tr>
<th>University of New Mexico Student Learning Goals</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program SLOs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[SLO text]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[e.g., A.1 The student will be able to communicate effectively in writing.]</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Students will be capable of employing the core materials, tools and methods of their chosen areas of emphasis—knowledge, skills--no</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Students will be able to identify and describe the historical and theoretical basis of a number of traditional, modern and contemporary art making approaches. Knowledge--no</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)

A. What:
   i. For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three-year plan?

   ii. Indicate whether each measure is direct or indirect. If you are unsure, then write “Unsure of measurement type.” There is an expectation that most of the assessment methods/measures will be direct measures of student learning with at least 1-2 indirect assessment methods/measures.

   iii. Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Assessment Measures</th>
<th>Direct or Indirect</th>
<th>Criteria for Success</th>
</tr>
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<tbody>
<tr>
<td>[SLO text]</td>
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<td>[e.g., A.1 The student will be able to communicate effectively in writing.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be capable of employing the core materials, tools and methods of their chosen areas of emphasis—knowledge, skills--no</td>
<td>Portfolio</td>
<td>Direct</td>
<td></td>
</tr>
<tr>
<td>Students will be able to identify and describe the historical and theoretical basis of a number of traditional, modern and contemporary art making approaches. Knowledge--no</td>
<td>Testing</td>
<td>Direct</td>
<td></td>
</tr>
</tbody>
</table>

Assessing Student Learning Goals
B. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. [NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course’s student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course’s student population.]

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.).]

SLO1 Spring 2016, and every Spring thereafter
SLO 2 Fall 2016, and every Fall thereafter
4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

   Briefly describe:
   1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
   2. what is the process for considering the implications of assessment/data for change:
      a. to assessment mechanisms themselves,
      b. to curriculum design,
      c. to pedagogy
      ...in the interest of improving student learning.
   3. How, when, and to whom will recommendations be communicated?