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**Annual Assessment Report Form**  
**DUE NO LATER THAN DECEMBER 15, 2009**

**Directions:** Please complete a form for each of the programs within your Division. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the report form via email to dcoleman@chaminade.edu.**

1. Program Information:

Division	Humanities and Fine Arts
Program	Fine Arts
Academic Year	Fall 2009
Report Submitted by	Yukio Ozaki
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Date Submitted	December 5, 2009

2. According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?

Outcomes assessed for this academic year	How was the assessment performed	Where are these results stored
Creativity and Art Appreciation  AR111, AR103 Skill and Creativity before and after technical instruction  AR201 Set of slides for period identification before course content coverage	Evaluating students projects' progress through the semester,  Students' reflection-essay comments  AR111, AR103 After-instruction projects are compared to the beginning non-instruction work.  AR201 Same set of slides period identification results after class coverage are compared to the first results.	Instructors' computer files and in LiveText  Gave all materials to Dean on CD, along with my LiveText password.

Results submitted to Dean over past semesters.

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results?

Results, conclusions, and discoveries	
<p>In each of the studio art courses, the level of progress shown in the students' projects/art-works demonstrate their learning and development in their skills, maturity of concepts, personal design ideas, and the committed challenge in the quality of completion, all leading to the formation of confidence and the appreciation of art and creativity.</p> <p>#1 projects in AR250 produced the result of following statistics:                            A—6%, B—34%, C—60%</p> <p>#2 projects     A—3%, B—49%, C—43%, D—5%</p> <p>#3 projects     A—14%, B—40%, C—43%, D—0%, F—3%</p> <p>Art 111: digital photos of side-by-side “before” and “after drawings will be submitted. It will become visually evident that the various levels of accomplishment have been heightened through instruction.</p> <p>Art 103: Likewise, digital photos “before” and “after” of their Space within the Container project will provide visual evidence that the various levels of accomplishment have been heightened through instruction. The logo project has been submitted for semesters past, including digital photographs of their creative process.</p>	

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

<p>The results discovered have been happening throughout our (instructors') teaching career, (not particularly the sudden result of this program assessment process), and has been contributing to our pedagogy additions, experiments, individual attentions and new course or directed study offerings. We do not particularly identify them as program changes, rather improvements or new trials, and some of them developed into student's incentive-centered course directions or temporary &amp; experimental offerings.</p> <p>On the other hand the focus on the certain traditional values of basic skills and the disciplined control of each medium being learned have not shown the need to be changed as a fundamental way of offering our program.</p>	
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Art 103: the logo project is ill-suited to the before-after comparative analysis advantage of the drawing assessment methodology. Hence, a 'before' project (Shape within the Container) and an 'after' – the actual grade submission project was added this semester.

Art 201: Embedding a section of the same slides in the pre-course assessment works into each relevant test may show increasing ability to identify styles during the course of the semester. This is new.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The results have been discussed among the instructors often in casual and official discussions. Pros and cons of some of the results were communicated to the Dean of our division.

Results submitted to Dean over past semesters.