

## Art Department Assessment Report 2014-15

### Action Items From 2013-14 Assessment Report and Progress Made:

- We identified the Senior Seminar: ART 401 as the vehicle for assessing our department outcomes.
- We decided to assess all of our learning outcomes since there are only four
- We concluded that the senior seminar was not assessing all of our learning outcomes adequately. Listed below are our department outcomes from 2013-14. These are current as of 2014-2015.
  1. Students will have a comprehensive foundational experience in the visual arts
  2. Students will possess an aesthetic value system and critical skills necessary in creating and evaluating fine art
  3. Students will possess a basic knowledge of the history of art and the role of the arts in contemporary society
  4. Students will possess basic art making skills necessary for post-baccalaureate graduate study or employment in arts-related fields
- We identified strategies to help us better assess our outcomes, listed directly below.
  - Outcome #1
    - ✓ we will ask the seniors the sophomore review questions again
  - Outcome #2
    - ✓ Students will write an artist statement that in part addresses this outcome
    - ✓ Ask students to do a written critique of a chosen work from the student show.
    - ✓ Ask each student to orally critique a work from the student show. This response will be graded on the use of proper terminology, the ability to identify techniques and elements and principles of design, and whether or not the student can identify the work in the context of other artists' work or stylistic time periods.
  - Outcome #3
    - ✓ Students are asked questions about the history of art in the sophomore review which in part addresses this outcome
    - ✓ Ask students to provide a written answer to the question "What is the future of art and the role of artists in the world today?"
  - Outcome #4
    - ✓ This outcome is adequately assessed using the students final resume and portfolio
- Consequently we decided to develop a "Senior Questionnaire" (attached) that would be handed out to the students during one of their final sessions after the senior exhibit has been hung. This form includes the following components:
  - The same 11 questions asked at their sophomore review
  - Question: What is the future of art and the role of artists in the world

today?

A prompt asking them to choose one work from the show and critique it

### **Action Items Completed in the Spring of 2015:**

- In the spring of 2015 we decided to change question #12 which previously read “What is the future of art and the role of artists in the world today?” to “Name 5 potential careers for an art major”
- We gave the revised Questionnaire (attached) to the senior seminar students which they completed in class on April 21, 2015
- We composed a new rubric (attached) for assessing student responses to the Questionnaire, their artist statements, their portfolio and their responses during final critique.
- The three full-time Art Department faculty, Prof. Amar, Prof. McConnor and Dr. Lippert, randomly chose two completed Questionnaires to assess. Below are the results from the new assessment rubric. I am also attaching copies of the completed rubrics and the two Student Questionnaires which were assessed.

### **Student #1**

<u>Outcome</u>	<u>Ranking</u>
Foundational experience in the visual arts	3, 3, 1
Aesthetic value system and evaluating art	3, 3, 1
Basic knowledge of art history and role of arts in society	4, 3, 4
Basic art making skills	4, 4, 4

### **Student #2**

Foundational experience in the visual arts	4, 1, 4
Aesthetic value system and evaluating art	4, 4, 4
Basic knowledge of art history and role of arts in society	4, 4, 4
Basic art making skills	4, 4, 4

### **Summary of Assessment Results:**

Based on these results our students appear to be either mastering or adequately learning the outcomes set forth. There are a few low spots dealing with the knowledge and use of specific terminology and the ability to identify artists, styles and time periods as well as a reluctance to offer effective and supportive feedback in critique.

### **Action Items for 2015-16 Academic Year:**

- Change department outcome #3 from “Students will possess a basic knowledge of the history of art and the role of the arts in contemporary society” to “Students will demonstrate a comprehensive foundational knowledge of the history of art” for the sake of clarity and assessability.
- Rework the current rubric so that it better reflects what we are measuring.
- Better introduce and reinforce the use of specific terminology and identification of styles, artists and time periods. One way to do this might be that we require each art department

course to deliver an assignment specifically targeted at the Principles and Elements of Design as well as other specific terminology.

- Consider making question #13 (critiquing one work from the senior show) a stand-alone assignment rather than a component of the questionnaire. Make the description for this assignment more rigorous and ask that they employ terminology involved in Principles and Elements of Design, perspective, color scheme, proportion, etc.

Submitted by Ellen Lippert, Art Department Chair

## Senior Questionnaire

2014

1. Please name the Elements and the Principles of Design.
2. Describe 1pt, 2pt and 3pt linear perspective.
3. What is atmospheric perspective.
4. Describe a system of drawing to find proportions in the human figure.
5. Please name three color schemes.
6. Please give an example of Greco-Roman art.
7. What are some differences between Renaissance and Modern art?
8. Please name a Post-Impressionist painter.
9. Please name a work by Leonardo DaVinci.
10. In sculpture, please describe what is meant by a "figure/ground" relationship.
11. Please explain the difference between additive and reductive sculpture.
12. In paragraph form answer the question: What is the future of art and the role of artists in the world today?
13. Using concepts and terminology of the art field, please critique one work from the show.

**Senior Questionnaire  
Spring 2015**

- 1. Please name the Elements and the Principles of Design.**
- 2. Describe 1pt, 2pt and 3pt linear perspective (through words or in drawings)**
- 3. What is atmospheric perspective.**
- 4. Describe a system of drawing to find proportions in the human figure.**
- 5. Please name three color schemes.**
- 6. Please give an example of Greco-Roman art.**
- 7. What are some differences between Renaissance and Modern art?**
- 8. Please name a Post-Impressionist painter.**

9. Please name a work by Leonardo DaVinci.

10. In sculpture, please describe what is meant by a "figure/ground" relationship.

11. Please explain the difference between additive and reductive sculpture.

12. Name 5 potential careers for an art major

13. Please critique one work from the show.

**Art Department Learning Outcomes Assessment  
Senior Seminar  
Spring 2015**

Rubric	Capstone	Milestones	Benchmark
	4	3	2
	1		
<b>Foundational experience in the visual arts #1-11, 13</b>	Can identify Principles and Elements of design and freely use specific terminology. Can identify styles, artists and time periods apply them to other works of art. i.e. can answer #1-11 and apply these to #13	Can identify Principles and Elements of design and freely use specific terminology. Can identify style, artists and time periods but can't apply them successfully to other works of art	Limited understanding of terms, artists styles and techniques.
<b>Aesthetic value system and evaluating art #13, artist statement and final critique</b>	Can describe student work and specifically discuss aspects of success and failure. Can discuss their own work with consideration of where they were and were not successful. Can place themselves in the art historical continuum.	Can apply some evaluative skills and terms to student work. Are not critical of their own work. Artistic statement is thoughtful.	Reluctant to make any comments or are always supportive without offering criticism. Unclear if they have use of proper vocabulary or evaluative skills.
<b>Basic knowledge of Art history and role of arts in society #6-9 and 12</b>	Can provide correct answers to #6-9 and can list 5 possible careers	Can only answer 3 of #6-9 and name only 4 careers	Can answer 2 of #6-9 and name 3 careers
<b>Basic art making skills Portfolio, senior statement, senior exhibit</b>	Portfolio has several examples, photographed and labeled correctly and neatly. Samples show consistent understanding of their successes. The senior exhibit and their statement reveal and understanding of them within their body of work	Portfolio is put together well. Samples do not always reveal their best work. Their exhibition and statement are thoughtful but don't work together	The portfolio is not professional with not enough examples. Some consideration of successes but not consistent. Exhibition and statement do not reveal and understanding of their work or ability to discuss it
			Portfolio is not professional, too few works. No suggestion that their technique has improved and statement is simple and irrelevant to exhibit.

#1

## Senior Questionnaire

1. Please name the Elements and the Principles of Design.

Color, Shape, Texture, Space, Form  
Unity/Harmony, Balance, Hierarchy, Scale/Proportion

2. Describe 1pt, 2pt and 3pt linear perspective (through words or in drawings)

Vertically and Horizontally and that radiate from  
one point (one point perspective) two points  
(two point perspective) or several points on a horizon  
line as perceived by a viewer imagined in an arbitrarily  
fixed position.

3. What is atmospheric perspective.

method of creating the illusion of depth, or recession, in a  
painting or drawing by modulating color to simulate changes  
effected by the atmosphere on the colors of things seen at a distance.

4. Describe a system of drawing to find proportions in the human figure.

Measure the eye size and use it for all of the body.

5. Please name three color schemes.

Monochromatic colors, Complementary colors, Analogous colors

6. Please give an example of Greco-Roman art.

Laocöon

7. What are some differences between Renaissance and Modern art?

Renaissance art is about perfection, devotion and idealization.  
Modern art is about self expression

8. Please name a Post-Impressionist painter.

Vincent van Gogh



9. Please name a work by Leonardo DaVinci.

Mona Lisa

10. In sculpture, please describe what is meant by a "figure/ground" relationship.

is a type of perceptual grouping which is a vital necessity for recognizing objects through vision.

11. Please explain the difference between additive and reductive sculpture.

In additive processes, the sculptor builds the work proceeds. Modeling, construction, and assemblage are additive processes.

12. Name 5 potential careers for an art major

- Web designer
- Painter
- Sculptor
- Illustrator
- Animator

13. Please critique one work from the show.

I like the abstract painting by Paul Danvers.  
His painting is the only one of the abstract painting in the show.  
It gives big impact to audience.  
There are lots of colors in it, and strong brush strokes.  
It draws his strong emotion - feeling and thoughts.

#2

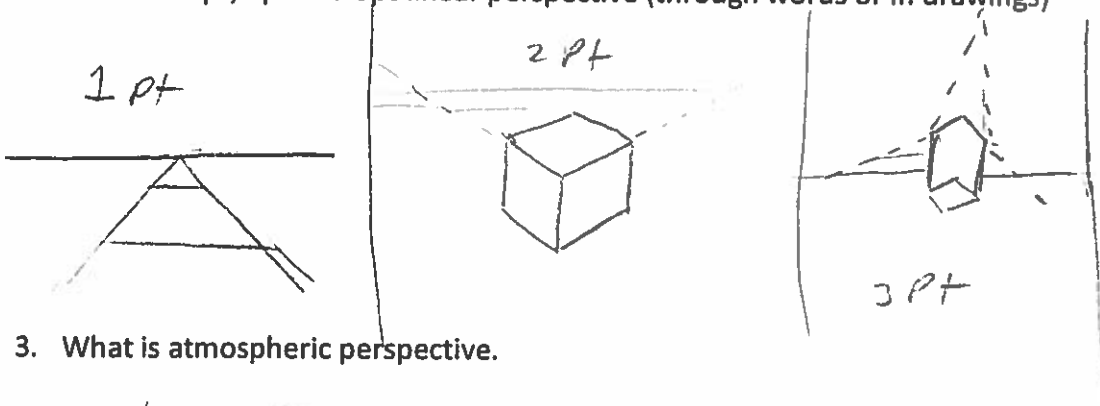
Senior Questionnaire

1. Please name the Elements and the Principles of Design.

Color?  
Composition of elements?

Do your best, till the finish, get lots of sleep  
sacrifice a year to the design gods

2. Describe 1pt, 2pt and 3pt linear perspective (through words or in drawings)



3. What is atmospheric perspective.

The perspective of a rocket ship breaking orbit and following its dreams of space exploration

4. Describe a system of drawing to find proportions in the human figure.

Using the 5 eyed cube to estimate points on the figure

5. Please name three color schemes.

Complimentary, Harmonious, analogous

6. Please give an example of Greco-Roman art.

Corinthian Columns

7. What are some differences between Renaissance and Modern art?

Modern art focuses less on ideals and what the eye can see than Renaissance Art. Modern art is at times commercial. Renaissance art is more religious.

8. Please name a Post-Impressionist painter.

Van Gogh

Art Department Learning Outcomes Assessment  
 Senior Seminar  
 Spring 2015

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Foundational experience in the visual arts #1-11, 13	4 Can identify Principles and Elements of design and freely use specific terminology. Can identify styles, artists and time periods apply them to other works of art. i.e. can answer #1-11 and apply these to #13	3 Can identify Principles and Elements of design and freely use specific terminology. Can identify style, artists and time periods but can't apply them successfully to other works of art ✓	1 Limited understanding of terms, artists styles and techniques.
Aesthetic value system and evaluating art #13, artist statement and final critique	Can describe student work and specifically discuss aspects of success and failure. Can discuss their own work with consideration of where they were and were not successful. Can place themselves in the art historical continuum.	Can apply some evaluative skills and terms to student work. Are not critical of their own work. Artistic statement is thoughtful.	Reluctant to make any comments or are always supportive without offering criticism. Unclear if they have use of proper vocabulary or evaluative skills.
Basic knowledge of Art history and role of arts in society #6-9 and 12	Can provide correct answers to #6-9 and can list 5 possible careers ✓	Can only answer 3 of #6-9 and name only 4 careers ✓	Answered 1 or 0 of #6-9 and name less than 2 careers
Basic art making skills Portfolio, senior statement, senior exhibit	Portfolio has several examples, photographed and labeled correctly and neatly. Samples show consistent understanding of their successes. The senior exhibit and their statement reveal and understanding of them within their body of work ✓	Portfolio is put together well. Samples do not always reveal their best work. Their exhibition and statement are thoughtful but don't work together	Portfolio is not professional, too few works. No suggestion that their technique has improved and statement is simple and irrelevant to exhibit.

#1

**Art Department Learning Outcomes Assessment  
Senior Seminar  
Spring 2015**

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	4	3	2	1			
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#1

Art Department Learning Outcomes Assessment  
 Senior Seminar  
 Spring 2015

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# 2

Art Department Learning Outcomes Assessment  
 Senior Seminar  
 Spring 2015

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Art Department Learning Outcomes Assessment  
 Senior Seminar  
 Spring 2015

Rubric Capstone Milestones Benchmark

Rubric	4	3	2	1
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#2

Art Department Learning Outcomes Assessment  
 Senior Seminar  
 Spring 2015

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