

Art Major Assessment

MISSION:

The Department of Art and Art History (Art) defines its mission as educating students in both traditional and contemporary modes of artistic expression. This includes providing an environment that promotes technical, creative, conceptual, and professional development. Students are introduced to artistic issues in the historic and contemporary world, helping them become fluent in the languages of art, both visual and verbal.

LEARNING OUTCOMES:

1. Art Majors will understand and use the specific visual and verbal language of art and art history.
2. Art Majors will be able to critique and explain art works in their appropriate context.
3. Art Majors will be familiar with area-specific methods in art and art history.
4. Art Majors will be able to use, identify, and describe the materials and technical processes involved in creating their work.
5. Art Majors will be able to generate ideas and work independently, creating work that is unique to them as individuals.
6. Art Majors will be poised to enter the workforce or graduate school.

PROGRAM COMPONENTS:

1. Pre-enrollment Assessment: Portfolio Review

A small group of students participate in a portfolio review in the spring semester prior to their enrollment at the College. These students usually receive Art and Art History Scholarships. As a group, they can be tracked throughout the time they hold the scholarships, usually four years.

The pre-enrollment portfolio review assesses the following:

- Student will demonstrate a beginning level of proficiency in at least one medium.
- Student will use and understand specific visual and verbal languages of art and art history when speaking about their artwork.
- Student will keep a sketchbook.
- Student will be able to critique and explain art works in their appropriate context.

Base Assessment: ART121 - Drawing

All art majors must take ART121: Drawing. Specific exercises within the class will allow us to evaluate the students' mastery of a basic level of knowledge about specific materials and techniques and their abilities in expressing themselves through visual means.

During the first semester of drawing each student will undergo two portfolio reviews one at midterm and one at the end of the semester. The three major components of the course will serve as the criteria for evaluation: mastery of drawing media, understanding of drawing concepts, and familiarity with a variety of subjects (For example: still life, portraits).

Critiques in the class will allow assessment of each student's ability to discuss their own artwork and others.

In ART121 the following learning objectives will be measured:

- Student will understand and use the specific visual and verbal language of art appropriate for drawing.
(For example: value, perspective, and contour line drawing)
- Student will be familiar with drawing materials and techniques.
- Student will be familiar with drawing methods.
- Student will become familiar with how to critique artwork.

2. Intermediate Level Assessment: Junior Portfolio Review

Art students in their third year will meet with the Art and Art History faculty to present samples of their artwork, talk about their accomplishments, and begin a conversation about their future endeavors.

At the Junior Review the following learning objectives will be measured:

- Student will understand and use the specific visual and verbal language of art and art history in a more refined manner that reflects an understanding of both process and concept.
- Student will be able to critique and explain art works in their appropriate context.
- Student will have an advanced understanding of area-specific methods in art and art history.
- Student will have an advanced understanding of area-specific materials and techniques, in at least one area of the studio arts.

3. Capstone: Senior Art Majors Exhibition

During the final semester of their senior year all art students participate in the Senior Art Majors Exhibition. A final assessment is done by the art and art history faculty. This looks at the quantity and quality of the work the student chooses to submit. Work is evaluated on the basis of appropriate choice of materials for the content of the work, skill levels in dealing with materials, and the expressive content of the work.

Each student is asked to prepare a written artist's statement and to discuss his or her work in a short gallery talk. In the written statement and gallery talk, students demonstrate how well they have succeeded in

learning how to talk and write about their art, how self-aware they have become, and their abilities to see themselves as part of the continuum of art history.

All art majors will have completed a resume, an articulate artist's statement, and a body of work poising them to secure a place in the workforce or graduate school.

- Art Majors will understand and use the specific visual and verbal language of art and art history.
- Art Majors will be able to critique and explain art works in their appropriate context.
- Art Majors will be familiar with area-specific methods in art and art history.
- Art Majors will be able to use, identify, and describe the materials and technical processes involved in creating their work.
- Art Majors will be able to generate ideas and work independently, creating work that is unique to them as individuals.
- Art Majors will be poised to enter the workforce or graduate school.

SELECT METHODS/DATA SOURCES AND INSTRUMENTS:

1. Pre-enrollment Assessment

Discussion - High school students are asked to bring 10 to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic influences.

Rubric - The rubric reflects faculty assessment of the level at which they have communicated their methods, materials, and artistic influences.

2. Base Assessment: ART121 – Drawing

Assessment test – An assessment test is given on the first day and last day of the semester. The test measures students' incoming knowledge of basic drawing concepts and measures them again at the end of the semester. The test includes the basic material covered in Drawing 1.

Assessment Drawing – A still life drawing is worked on the first day and last day of the semester. The first drawing done on the first day of class is done without instruction. After the students finish their drawing on the last day of class, the drawings from the first day are pulled out and a visual comparison can be made of each individual students progress.

3. Intermediate Level Assessment: Junior Portfolio Review

Discussion - Junior art majors are asked to bring 10 to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic

influences with art department faculty.

Rubric - The rubric reflects faculty assessment of the level at which they have communicated their methods, materials, and artistic influences.

4. Capstone: Senior Art Majors Exhibition

Discussion - Senior art majors are asked to bring up to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic influences with art department faculty and art students in an organized gallery talk.

Senior Exhibition - Faculty judge/curate and select each senior's strongest work to be included in a group exhibition. Students mat and frame all 2-d work, plan and install work, design a book, and posters/invitations to advertise this exhibition. Finally, seniors plan and host an exhibition opening.

Rubric - The rubric reflects faculty assessment of the level at which they have communicated their methods, materials, and artistic influences.

ANALYZE AND INTERPRET THE DATA:

The Art and Art History Department has been collecting data, but we have not yet interpreted or analyzed the data to make adjustments to our curriculum as a department. We plan on revising our existing rubric this semester to make it more applicable to all studio media, and we plan to look at the current data collected to make appropriate revisions to our curriculum as needed.

HOW WILL THE DATA COLLECTED BE USED FOR DECISION-MAKING, STRATEGIC PLANNING, ETC:

Though we have not done a systematic analysis, all members of the department have seen consistent problems at the junior review level and will engage in serious curricular revision this semester.

This current semester we will be revising our assessment rubrics, as well as, evaluating our accumulated assessment findings. Based on those findings we will investigate and revise our existing curriculum.