

Departmental Assessment Liaison Report
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Background and Purpose of Assessment (unit description)

Hands-on assessment tools are needed for the **technical** skills covered in Art 144, Two-Dimensional design. The purpose of the assessment is for students to demonstrate their level of command with a specific *technical skill* within the principles and elements of art. These individual *technical skills* are introduced in class through exercises to build command and understanding of the that particular skill. Once the exercises are completed, the skills are then incorporated into projects that applies them along with additional aesthetic, conceptual and technical considerations. If a student hasn't developed a command of the *technical skill first*, they will be unable to successfully apply the skills in their artwork creatively.

While these *technical skills* could be assessed at a cognitive level through quizzes, tests and written work to measure general understanding, they must ultimately be assessed through hands-on tasks for effective measurement. This is because the student must also be able to physically demonstrate command with the materials and supplies used when executing the technical skill.

The technical skills are assessed to measure the stated objectives and SLO's within the A.F.A Studio Degree and Art 144 course syllabus. The direct connection between the the Objectives and associated SLO's, is they are *technical* competencies. Research was conducted to identify best practices, national standards and national guidelines. This research is on-going and has been instrumental in assuring the level of quality and relevancy of the objectives and SLO's.

Stated Objectives/SLOs in A.F.A in Studio Art Degree (*unofficial draft language*)

Degree Objective (*technical*)

Develop technical competence in a broad range of skills and tools for the manipulation of materials and mediums within the fine arts disciplines.

Degree Student Learning Outcome (*technical*)

Demonstrate competence in the application of a broad range technical skills for the fine arts disciplines with appropriate tools, materials and mediums.

Stated Objectives/SLOs in Course Syllabus

Course Objective (*technical*)

Introduce the principles and elements of 2D design through readings, demonstrations, blackboard, class discussions and field trips.

Course Student Learning Outcome (*technical*)

Demonstrate an understanding and knowledge of the elements and principles of two-dimensional design through assignments, papers, quizzes and test.

Research and Design Process

This assessment tool focuses on a particular set of *technical skills* our students learn during the *illusion of space* unit. The skills measured are perspective systems used for creating depth and space within a composition. The tool isolated 1-point perspective, 2-point perspective and isometric projection as the specific *technical skills* to assess.

Each tool measures a sub-set of tasks that cumulate into the overall technical skill. 1-point and 2-point perspective have a sub-set of tasks of drawing a rectilinear shape, drawing a receding opening and demonstrating craftsmanship with materials. Isometric projection has a sub-set of tasks of drawing a rectilinear shape and demonstrating craftsmanship with materials.

The rubric scores each one of these tasks individually as having strong, average, low or no command. This allows for measurement of the overall skill and the individual tasks as well.

Administration

The assessment tool was distributed in the form of a stapled packet by their respective instructors. There were three sections with a total of 47 students taking the assessment. The instructors consisted of one full-time faculty and two adjunct faculty. Clear instructions were on the cover page and on each individual skill assessment inside and no additional instructions were given once the assessment began. A time 30 minute time limit was given to complete the assessment and this proved to be adequate time for all the classes. The names of the instructors and students were not used on any of the packets to assure anonymity.

Data Analysis and Findings

The overall results were reassuring and within the expectations for the assessment. The projected goal was to see if most students had a strong or average command of the assessed skill. Having low command, still indicates understanding of the skill, but needs additional work to use apply it more effectively. All the instructors had ongoing conversations about the assessment and this is how the projected goal was reached for this pilot.

Below is the overall data for all the assessment followed by the data broken out by the specific skill.

Technical Skill	strong/ average command	low command	no command
1 point perspective Neatly draw a rectilinear shape with a receding opening.	60%	17%	23%
2 point perspective Neatly draw a rectilinear shape with a receding opening.	55%	11%	34%
isometric projection Neatly draw a rectilinear shape.	75%	18%	7%

Full Assessed Skill Level, 1-Point Perspective	3	2	1	0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.	23	6	10	8
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points	15	6	1	25
All lines drawn straight and clearly using a ruler and graphite pencil.	17	16	14	0
Full Assessed Skill Level, 2-Point Perspective	3	2	1	0
Draw a rectangular shape with lines converging correctly to appropriate vanishing points.	22	4	3	18
Draw a receding opening on any side of the rectilinear shape with lines converging correctly to appropriate vanishing points	14	4	0	29
All lines drawn straight and clearly using a ruler and graphite pencil.	14	19	13	1
Full Assessed Skill Level, Isometric Projection	3	2	1	0
Draw a rectangular shape with all its edges (vertical, horizontal,diagonal) running parallel based on their angles.	21	12	6	8
All lines drawn straight and clearly using a ruler and graphite pencil.	17	20	10	0

Use of Findings

All the instructors will be able to take the assessment data and use it to strengthen the curriculum. While the overall results were in-line with our expectations, the specific task results revealed insightful information. In general 1-point perspective and isometric perspective were the highest scoring skills. 2-point perspective didn't score as high, reflecting its higher level of difficulty to perform in comparison with the other two skills. The skill of drawing a rectangular form scored high with all 3 perspective types, with the weakest being 2-point perspective. This indicates the general technical skill of drawing a form in space is understood and can be successfully demonstrated.

The skill of drawing a receding opening revealed the value of emphasizing vocabulary and terminology related to a specific task. While the term *receding opening* was used in all sections when the skills were introduced as exercises, it was emphasized differently when incorporated in the *illusion of space* projects. Data showed that students were unable to demonstrate the skill properly because they were unsure of the definition of the term.

Isometric Projection was the least challenging of the 3 skills, which was supported by the data. The scoring was high across all three sections which met the expectations of all the instructors.

Recommendations

The top recommendation is distributing a vocabulary list of core terms to emphasize to all the sections at the start of the semester. This will assure a consistent use and understanding of core terms that all students should fully understand and be able to recognize and apply. Having a shared vocabulary will increase the scores of future assessments. Instructors will be encouraged to introduce skills through exercises in a manner that will allow students to not only learn the skill, but reinforce the associated vocabulary.

Although isometric projection is the least challenging, its still important and should continue to be assessed. As a result of consulting colleagues at other 2-year and 4-year schools the level of difficulty will be raised in the next version of the assessment. Students will need to draw the horizon line and place the vanishing point as part of the tasks. The proper placement of these would be scored as part of the competency and would make this assessment more in line with national best practices.

There will be a meeting at the start and conclusion of each semester of all the instructors to share information. The assessment tool and rubric will be distributed along with the shared vocabulary list at the start of the semester. Results, successes and challenges will all be discussed at the conclusion of the semester.