Art and Architecture Liaison Report prepared by Paul Wandless

Department Buy-In and Outcome Definition

a. 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 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 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.

b. 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

c. Stated Objectives/SLOs in the current Art 144 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.

Assessment Research and Design

This assessment tool will focus on particular sets of technical skills our students learn during the course of the semester. The tool will measures a sub-set of tasks that cumulate into the overall technical skill set. For example, the 1-point and 2-point perspective sub-set tasks are drawing a rectilinear shape, drawing a receding opening and demonstrating craftsmanship with materials. The rubric scores each one of these tasks individually to ascertain their level of command. This allows for measurement of the overall skill and the individual tasks performed within it as well.

Pilot Assessment Tools and Processes

The assessment tool is an 8 1/2" x 11", stapled packet that consists of 3 sections. The color theory section has projected images that students use to answer the questions. The perspective and value sections are completed with graphite pencils within the packet.

Administer Specific Assessment

The unit level liaison verbally goes over the instructions and explains why the assessment is important to the department and how it's meant to improve learning for Art 144. Clear instructions are also on the cover page and on each individual skill assessment page so students can refer to them during the assessment. No additional instructions are given once the assessment starts to assure students are making decisions on their own without any instructor assistance. A 45 minute time limit is given to complete the assessment and names of the instructors and students are not on any of the packets to assure anonymity.

Data Analysis

Color Section

This is the first semester for the color assessment and it was pretty successful.

Identifying complimentary colors, primary colors and secondary colors on the Itten color wheel scored very high. Approximately 85% of the students answered these questions correctly. Correctly identifying split complimentary and triads scored lower than expected. Less than 50% of the students answered these questions correctly. The expectations was for this to be closer to 75%.

Identifying the use of color in a projected image was more challenging on a whole. Identifying color temperature scored high, but the other uses were answered with just 50 - 70% accuracy. This will be an area to reinforce, so students do a better job in the future accurately recognizing how color is used in a work of art.

This was a good start, though and there may be some adjustments in the images projected to see if that impacts the results as well.

Perspective Section

Both 1-point and 2-point perspective showed improvement in drawing the rectilinear shape. But, both showed a decrease in drawing a receding opening. 95% of the students have difficulty with this task, which is 40% more than last year**.** Isometric Projection is still the least challenging of perspective skills. The scoring was high across all three sections, just as it's been since the start of this assessment. This indicates that students have a full understanding of this competency and how to demonstrate it as well. This skill will no longer be assessed in the future.

Value Section

The overall results for the Value Assessment were similar once again to the prior semesters. Using shading and value to create a 5 - step gradient (light - dark) was still a strength, with value scoring a little higher than hatching.

Applying value to a rectilinear form and a cylindrical form continues to be a challenge for students. These are the more difficult skills of the 4 value competencies. The 5 - step gradients show the ability to create value changes. Adding value to different forms addresses the ability to apply value changes. The application of a skill is typically more challenging than the straight execution of it, exercise-style. 70% of the students are proficient or need some work. 15% meet the standard and 10% did not meet the standard at all.

Supporting Evidence-Based Change

(Use of Findings from Past Assessments)

Tool Updates

The scope of the assessment tool was expanded to include color theory and color use. The color assessment is comprised of 2 parts, with 5 questions each.

Part 1 has 5 questions where students answer questions identifying color harmonies associated with the Itten Color Wheel that is digitally projected.

Part 2 has 5 multiple-choice questions where students identify the use of color in an image that is digitally projected.

This is the first tool expansion since the value assessment was added fall 2014. Like value, color is a technical skill introduced in this course which students need to be successful in future studio courses. Color is especially important in preparation for the painting and printmaking courses. Color is also a skill linked to the stated technical Objectives and SLO's of the AFA Studio Degree and Art 144 2D Design syllabus.

Rubric Updates

The rubric was update in two different ways. A new section was added to score the color theory assessment. This rubric was simply having the correct answer for the questions. They scored as correct or wrong. There were no degrees or partial credit since there was only one possible correct answer for each question.

The second way the rubric was updated was in the perspective and value assessment. The rubric is now a descriptive rubric as opposed to a chart that was filled in with a score. Now each box has a description that provides rationale for why that score should be marked.

Success Factors

Overall, the Art 144 assessment has been very successful and several factors have contributed to its improvement.

1. Each semester, updates and adjustments are made to the assessment based off feedback from instructors, students and DAA faculty. This year color theory and color use were assessed.
2. Each semester the Shared Vocabulary list is updated to reflect the assessment language. This builds continuity of how terms are used across the sections and assures students in all sections are understanding and applying the terms in the same way. This year color theory and color use terms were added.
3. Each semester the course resources supplied to the instructors are updated to support instruction for the concepts assessed. This helps in norming what the basic expectations are for the assessment.
4. The dates for the assessment, shared vocabulary and assessment specific course resources are given to the instructors before the semester begins. This gives them plenty of time to plan how they will incorporate the supplied information in their usual teaching methods. It

also allows plenty of time for conversation with instructors to clarify any questions about the assessment well before it's administered.

5. Sharing the results of prior semesters with instructors has also been very valuable .This serves as a wonderful learning tool for instructors to see not only the current results, but the semester-by-semester comparative results. This enables instructors to see what is happening across all sections and gives a sense of camaraderie. It has also fostered more open communication as well.
6. Speaking to each class personally about assessment helps with putting everyone in the right frame of mind. Before I handed out the assessment, I explained to the class how the results are used to help make the class as effective as possible for the student and the teacher. The data gives the department a way to measure how well we are meeting the outcomes of the class. This information, then helps with curriculum decisions to assure quality of information covered remains relevant with the proper level of rigor.

Recommendations

New

1. A new section will be developed for the Art 144 Assessment. This section will be cover composition, balance and symmetry. This was recommended by Annie Kielman who is has taught Art 144 and participated in this assessment since its beginning.
2. Update vocabulary list of core terms with composition, balance and symmetry terms. This will assure a consistent use and understanding of core terms that students should fully understand and be able to recognize and apply.
3. Isometric Projection is still an important skill and has consistently measured at a very high level from the very first assessment. So in light of adding new sections, the isometric projection section will be removed.
4. Images for Color Assessment will be reviewed with Art 144 instructors. Some images may be replaced if better examples of color use are identified by faculty.

Continuing

1. Continue to meet at the start, during and the conclusion of each semester with all the instructors to share information and assessment results. Results, successes and challenges will all be discussed at the conclusion of each semester.
2. Continue to supply resources to instructors that cover the important concepts and competencies for perspective, value and color that will be measured with the assessment.
3. Continue to encourage instructors to reinforce skills after they are introduced through exercises. It's important to do this in a manner that will allow students to not only learn the execution of the skill, but also be able successfully apply it appropriately.