Department of Art & Architecture
Unit-Level Assessment Liaison Report
Art 131 Beginning Drawing

Art 131 Assessment Update
Report prepared by Paul Wandless, Spring 2022

I. Department Buy-In and Outcome Definition

a. background and purpose *(Pilot created SP13)*

Hands-on assessments are needed to measure the ***observational and technical skills*** covered in the Art 131, Beginning Drawing course. The purpose of the Observational Drawing assessment is to measure the level of command students have with specific *observational skills* and *technical skills* introduced during the course of the semester. Since these are skills introduced and reinforced throughout the semester, the assessment is administered week 14. This allows for all skills to be covered and utilized as part of class before the assessment is administered. The assessment rubric will identify their *knowledge*, *comprehension* and *application* of these skills

A variety of individual *observational* and *technical skills* are introduced in class throughout the course of the semester through a mix of live demonstrations, digital presentations and hands-on exercises. These activities build and reinforce command and comprehension of the introduced skills. These skills are then incorporated into drawings that require the appropriate technical application of them along with additional aesthetic, conceptual and material considerations. If a student hasn't developed a solid knowledge, comprehension and command of the introduced *observational skills* and *technical skills*, they will be unable to successfully apply and demonstrate them in a drawing.

The observational skills and technical skills being assessed are in the stated objectives and SLO's within the A.F.A Studio Degree and Art 131 course syllabus. The direct connection between the Objectives and associated SLO's, is they're competencies that can be quantitatively measured through an observational drawing. To choose the most appropriate assessment tool, 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. This ongoing research is also what led to updating the tool and rubric this semester.

b. Stated Objectives/SLOs in A.F.A in Studio Art Degree

(unofficial draft language)

Degree Objective *(observational and 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 *(observational and technical)*
Demonstrate competence in the application of a broad range technical skills for the fine arts disciplines with appropriate tools, materials and mediums.

c. Stated Objectives/SLOs in the current Art 131 Syllabus

Course Objective *(technical)*
The current syllabus has no current objects.

Targeted Course Student Learning Outcome *(observational and technical)*
Upon successful completion of this course, students will demonstrate their practical, visual understanding of the craft of drawing. The SLOs below are the specific ones targeted for the assessment.

- A well-proportioned representation of observed objects.
- Shapes that are considered for the orientation of their surface, edge and surrounding area.
- The illusion of depth on a flat surface using one and two point perspective.
- The dynamics of light falling on objects and in the surrounding environment.
- Composition of the page, including but not limited to movement, balance and emphasis.

II. Assessment Research and Design

Since 2015, students created an observational drawing of a still life using graphite pencils on a 18” x 24” sheet of paper over the course of two class periods (5hr 40 min total). Completing the still life in this time frame was mutually agreed upon as sufficient time to demonstrate the skills being assessed to the best of their abilities. To meet the SLO requirements, the chosen still life items included 3 white geometric shapes, 3 organic forms and 3 textured objects as part of the overall still life. This was done to assure all students address examples specific forms and surfaces in the drawing.

Data has shown that the same skills consistently score high and low on the assessment. This has led to a decision to update the assessment to focus on just the skills that have consistently scored low. Input, suggestions and feedback from all the Art 131 instructors was solicited to update the assessment tool and rubric. All instructors were also able to review, ask questions and make comments on the updated tool and rubric.

The updated rubric has been reduced to 6 skills from the original 12. With fewer skills needing to be assessed, the time needed to do a large still life is no longer needed. So an observational drawing of a still life using graphite pencils on a 14” x 17” sheet of

drawing during one class period (2 hrs, 50 min) will now be done. Completing the still life in this new time frame was mutually agreed upon as sufficient time to demonstrate the skills being assessed.

As before, no input or instruction will be provided by instructors during the assessment. A true measure of the what the student learned can't be assessed if there is any assistance or guidance.

II. Updated Assessment Tools and Process

This updated assessment tool will focus on a set of *technical skills* our students learn during the course of the semester, and have shown to be the most challenging in past assessments. Another thing the update addressed is the length of time to complete the assessment. Going from 2 classes to 1 class is something all instructors want to do, since every class is important at the end of the semester when this assessment is run.

The updated tool is now focused on the 6 skills that have consistently scored low since 2015. This allows for even greater focus on these skills during the semester to better reinforce their application in a drawing.

<u>The six skills retained that have historically scored low.</u>

1 Surface characteristics of shapes accurately described.
2 Edges of shapes accurately describe form.
3 The illusion of depth on a flat surface employing perspective is demonstrated.
4 The dynamics of light and value are used to describe the surrounding environment.
5 The dynamics of light and value are applied to the still life objects.
6 An image is composed that effectively utilizes the entire page.

The still life will also have the amount of objects reduced. Typically 10 - 15 objects were used, but now that number can be reduced to 8 - 10 objects. The new objects will be chosen to specifically address the 6 skills being scored. The smaller still life will also not require an 18” x 24” sheet of paper. A 14” x 17” size will be more appropriate now. This smaller size also allows for the observational drawing to still be fully executed in one class meeting.

IV. Administer Specific Assessment

The updated assessment will be administered in Spring 2023. Week 13 or 14 is when the assessment will still be administered**.** This allows time for the drawings to be scored and returned to the instructors before the semester ends.

The instructors will collect the drawings at the end of the assessed class. All student names will be covered with painters tape to help eliminate any scoring bias and keep the students anonymous during the process.

The drawings for each class will be placed in a class portfolio and turned in to the Departmental Assessment Liaison for scoring. When the scoring is completed by the

objective scorers, all drawings will be returned to the instructors so they can return them to their respective students before the end of the semester.

The objective scorers who are all vetted to teach Art 131 or have taught drawing in the past. Individuals teaching the assessed classes will not do the scoring to eliminate potential bias and maintain objectiveness when assessing the work

V. Data Analysis

The data from the updated assessment will be shared with the Art Department and also with the Studio Art Discipline. Below is the updated descriptive rubric that will be used.

	Scoring Rubric	3 Met	2 Proficient	1 Room For Growth	
	Skill				
1	Surface characteristics of shapes accurately described.	Surface characteristics of shapes are described with a high degree of accuracy.	Surface characteristics of shapes are described with a proficient degree ofaccuracy.	Surface characteristics of shapes are inconsistently described.	Su sh or
2	Edges of shapes accurately describe form.	Edges of shape describe form with a high degree of accuracy.	Edges of shape describe form with a proficient degree of accuracy.	Edges of shape inconsistently describe form.	Ed fo
3	The illusion of depth on a flat surface employing perspective is demonstrated.	The illusion of depth on a flat surface employing perspective is demonstrated accurately.	The illusion of depth on a flat surface employing perspective is demonstrated believably.	The illusion of depth on a flat surface employing perspective is demonstrated inconsistently.	Th su pe inc all
4	The dynamics of light and value are used to describe the surrounding environment.	The dynamics of light and value accurately describe the surrounding environment.	The dynamics of light and value proficiently describe the surrounding environment.	The dynamics of light and value incinsistenly describe the surrounding environment.	Th va su
5	The dynamics of light and value are applied to the still life objects.	The dynamics of light and value are accurately applied to the still life objects.	The dynamics of light and value are proficiently applied to the still life objects.	The dynamics of light and value are inconsistetly applied to the still life objects.	Th va th all
6	An image is composed that effectively utilizes the entire page.	Image composed effectively utilize the entire page.	Image composed utilizes 90 - 95% of the page.	Image composed utilizes 75 - 90% of the page.	Im 75

VI. Supporting Evidence-Based Change

Once the updated assessment is run, new supporting evidence-based change based on the new findings can be determined and documented.

Success Factors

Once the updated assessment is run, new success factors can be determined and documented.

Recommendations

Once the updated assessment is run, new recommendations can be determined and documented.