

Course Outcomes Guide

Course/Program Title: Art 203 Drawing II

Date: 1/12/15

Course/Program Team: Tom Renner, Kate Keely, Benjamin McAfee

Expected Learning Outcomes

1. Student recognizes and applies the fundamental elements of art in visual assignments.
2. Student uses proper language, tools and techniques of the medium in visual assignments.
3. Student recognizes and differentiates the styles and techniques of various artists in the medium
4. Student experiences creative challenges that develop critical thinking and problem solving in visual assignments .

Assessment

1. Students create projects that challenge them with design, technique, craftsmanship, content and fulfillment of the project objective
2. Students are tasked with at least one written exam or term paper evaluates the students understanding of proper terms and techniques and concepts of the medium
3. Students demonstrate analysis and critical ability in regular group and individual critiques
4. An end of year Art exhibit for all students requires students to complete and present their works incorporating professional standards.

Validation

1. Instructor evaluates each project with a standardized rubric that scores design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1, 2 & 3) **Grading Rubric Attached**
2. Conference between the instructor and the Department lead faculty are ongoing to determine success of assignments and students' progress **Studio Art Rubric attached**
3. Instructor assesses student's understanding of creative concepts and assesses technical ability in regular individual or group critiques. **Critique Guide attached**
4. Final Critique including the work presented at the Student Art Exhibit assesses the students development and success.
 - a. This will ultimately result in the student's progression to the program's Capstone Portfolio Review.

Results

SP13

- Exit reviews show that the Drawing team is doing a very good job in preparing students with advanced skills in drawing, and giving them challenging assignments that draw out their individual development in content.
- Advanced classes need to specify their clear advanced content and not become a continuing educational coursework. **Too many students do not have a challenging curriculum.**

FA13 –

- Students would benefit from basic instruction on concepts of design and composition prior to the development of drawing skills. But then the design course feels students should have drawing skills before coming to design class.
- It would be helpful to have a standard list of assignments out of class to investigate priority artists and alternative techniques.

SP14 -

- Articulation agreement is being hammered out with Hood college, Shippensburg, Shepherd University to facilitate student transfer to these programs
- Heavy recruitment to the highschoools is underway with a focus on the above articulation

FA14

- Students routinely fulfill the outcomes as assessed with the final critique and the Student Art Exhibit at a high rate of achievement.
- The quality of work from this Studio Course is consistently of very high quality
 - “Success in a studio art course” cannot be standardized, and individual talent and development varies from student to student and as a class from term to term.
 - Data collected is subjective, as the instructor’s evaluation includes variables such as innate ability and individual measures of development
 - The Course Outcomes Assessment tool collects the data on the number of students who exhibit exposure to the elements and principles of design, techniques, history of the medium and being able to express an analysis of their own work.
 - It does not measure quality of work, or even how *well* they understand the concepts.
 - We use it and the results tell us we are doing well in instruction, student’s growth and the development of the program

Follow-up

SP13

- The target is increased numbers of students electing to transfer.
- FA13 - We are working on “closing the loop” by having a Portfolio Review staffed by members of the HCC Arts Advisory Committee, the Coordinator/chair of the Art department, and another full time Arts department faculty member who will follow an assessment form that evaluates how well the students can create, present and critically analyze their own work appropriately demonstrating competency, visual arts literacy and craftsmanship in the techniques of art making

SP14

- the team teaching basic drawing classes need to collaborate on expectations from the classroom – there is great variation between teaching styles and student results. There will be increased emphasis on OBSERVATIONAL instruction, and perhaps coordinated efforts in assignments.

FA14 -

- Expectations are that more professional development in the upper classes will be observed.

STUDIO ART CRITIQUE GUIDE

STUDENT PERFORMANCE EVALUATION

Student _____ Critique Date: _____

This evaluation is to aid the student in perceiving his/her performance. Criteria for evaluation are extensions of the course objectives listed in the syllabus.

Mark the rating you perceive applicable to your performance. During the evaluation, this sheet will be returned with a rating from the instructor.

1. Intellectual Curiosity:
superior
good
average
needs improvement

6. Work Attitudes:
superior
good
average
needs improvement

2. Skills & Techniques:
(media control)
superior
good
average
needs improvement

7. Synthesis
(Overall evaluation)
superior
good
average
needs improvement

3 Application of Concepts:
superior _____
good _____
needs improvement _____

average _____

4. Critical Ability:
superior
good
average
needs improvement

COMMENTS:

1. Attendance/Participation
superior _____
good _____
average _____
needs improvement _____

PROJECT GRADING RUBRIC

ART DEPARTMENT GOALS: Students who complete an art course at Hagerstown Community College should be able to:

1. Demonstrate visual literacy.
2. Demonstrate critical thinking skills.
3. Demonstrate a working knowledge of the elements and principles of design.
4. Demonstrate skills in craftsmanship and presentation.

Ceramics Rubric 1-5 (5 Being Excellent)

| | 1-2 | 3-4 | 5 | Score |
|--|--|--|--|-------|
| Aesthetic | Shows little or no awareness of the elements and principles of design | Exhibits a beginning understanding and use of the elements and principles of design | Masterful application of the elements and principles of design. The beginnings of a personal statement and style. | |
| Work Habits | Required elements of the project were submitted after a deadline. Project was off topic of the particular assignment being evaluated. | Required elements of project were completed on time but execution was haphazard and below the individual students abilities . | Outstanding project. Submitted on time and exhibiting efforts to produce a product of professional quality. | |
| Craftsmanship | Workmanship is of poor quality . Little evidence of care being taken in the execution of project. A great deal more practice and commitment required . | Falls just short of perfection but shows a strong concern for execution appropriate for the project. More practice required | Craftsmanship is of high quality and appropriate for the concept being presented. | |
| Concept | Little evidence of mastery of concept being taught, off-topic, haphazard and careless execution. | Beginning evidence shown of movement toward mastery of the concept being taught. | Mastery of the concept being taught, ready to move on to the next level. | |
| Scores: 18 – 20 A 15 – 17 B 12 – 14 C 9 – 11 D 0 – 9 F | | | | |

Studio Art Course Assessment Rubric – Spring 15 Joan Bontempo

| | Excellent Work (A) | Better than Average Work (B) | Average Work © | Below Average Work (D) | Failing (F) |
|---------------------------|--|--|---|--|--|
| RE: Class Work | Student demonstrates outstanding skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is excellent, and it is integrated with <i>exceptional</i> creativity | Student demonstrates moderate skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of work is good, and it is integrated with some creativity | Student demonstrates average skill, discernment and understanding of visual principles in accomplishing his or her work. The quality of the work is modest, and it is moderately integrated. | Student demonstrates lack of skill, discernment and understanding of the visual principles in accomplishing his or her work. The quality of work submitted is less than acceptable, and it is poorly integrated | Student fails to demonstrate skill or understanding of the issues involved. Quality of work submitted is insufficient and poorly integrated. |
| RE: Participation | Student demonstrates through class discussion, critique, and studio interaction <i>outstanding</i> ability to discuss and assess work, communicating how visual elements and strategies are used. The student demonstrates extensive use and understanding of concepts and terminology used in the discipline. | Student demonstrates through discussion, critique, and studio interaction <i>solid ability</i> to discuss and assess work; communicating how visual elements and strategies are used. The student demonstrates competent use and understanding of concepts and terminology used in the discipline. | Student demonstrates through discussion, critique, and studio interaction an <i>average</i> ability to discuss and assess work; Though the discussion and assessment of work is substantially complete, communication of some visual elements and strategies are incomplete or missing. The student demonstrates superficial rather than thorough understanding of concepts and terminology used in the discipline. | Student demonstrates through discussion, critique, and studio interaction a limited ability to discuss and assess work; while communicating at a minimal or perfunctory level how visual elements and strategies are used. Poor effort is made to relate understanding of concepts and terminology used in the discipline. | Through discussion, critique, and studio interaction the student states an opinion vaguely or does not assess the work and shows little to no evidence of an understanding how visual elements and strategies are used. No effort is made to relate an understanding of concepts and terminology used in the discipline. |
| RE: Studio assignments | Student completes the assignment in all aspects and creatively exploits possibilities within open-ended assignments. | Student completes the assignment and fulfills more than the minimal requirements. The work demonstrates some skill, judgment and application of principles | Student completes most of the assignment and fulfills the minimal requirements. The work demonstrates modest skill, some judgment and in parts, application of principles | Student does not complete the assignment and fulfills only the minimal requirements or submits work LATE. The work demonstrates lack of skill, weak judgment and little application of principles | Student does not complete the assignment and does not fulfill requirements |