Expected Learning Outcomes:
The successful student will develop a visual vocabulary and an understanding of jewelry design that will be demonstrated by their ability to:
1. Student recognizes and applies the fundamental elements of art in a visual assignment
2. Student uses proper language, tools and techniques of the medium.
3. Student recognizes and differentiates the styles and mediums of important artists and art movements
4. Student experiences creative challenges that develop critical thinking and problem solving

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
Sp14 –
• It would be helpful to have a standard list of assignments out of class to investigate priority artists and alternative techniques.

FA 14 –
• the instructor clarified her projects in the syllabus and the students always do well in her class.
• This course is an elective at the end of the program, so advancement in the course or “rigor” is not important to the Exit review.
• Students routinely fulfill the outcomes as assessed with the final critique and the Student Art Exhibit at a high rate of achievement.
• “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.
   o Data collected is subjective, as the instructor’s evaluation includes variables such as innate ability and individual measures of development
   o 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.

SP15 – No changes to this course
FA15 – no changes to this course
SP16 – no changes to this course – outcomes show that students return at a heavy rate to ARt 223, and the work at the end of the term of professional quality

- We use it and the results tell us we are doing well in instruction, student’s growth and the development of the program

**Budget Justification**

- To increase attractiveness of the course to the students that are coming out of the Barbara Ingram School of the Fine Arts and area professionals
  - To that end we need to provide a first rate course with improvements to the facility we work in – we do not have adequate air circulation or exhaust, we are providing bare essentials as far as work space and it is crowded.
  - This course is not offered in the area and we draw from two counties.
- To increase the numbers of graduates by attracting them to HCC to get an AA degree and more importantly transfer to one of our quality 4 year transfer schools
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

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

3. Application of Concepts:
   superior
   good
   average
   needs improvement

4. Critical Ability:
   superior
   good
   average
   needs improvement

5. Attendance/Participation:
   superior
   good
   average
   needs improvement

6. Work Attitudes:
   superior
   good
   average
   needs improvement

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

COMMENTS:
# 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)**

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

Scores: 18 – 20 A  
15 – 17 B  
12 – 14 C  
9 – 11 D  
0 – 9 F
<table>
<thead>
<tr>
<th><strong>Studio Art Course Assessment Rubric – Spring 15 Joan Bontempo</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent Work (A)</strong></td>
</tr>
<tr>
<td>RE: Class Work</td>
</tr>
<tr>
<td>RE: Participation</td>
</tr>
<tr>
<td>RE: Studio Assignments</td>
</tr>
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FA 14 – the instructor clarified her projects in the syllabus and the students always do well in her class. **This course is an elective at the end of the program, so advancement in the course or “rigor” is not important to the Exit review.**