

<p style="text-align: center;">COURSE OUTCOME Guide ART 290</p>

Assessments and results tabulated since SP13

Course Title: Art 290 – Independent Study and Portfolio Review

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Expected Learning Outcomes:

1. Recognize and apply fundamental elements and principles of art in visual assignments
2. Learn and use proper language concerning the materials and techniques appropriate to the medium
3. Recognize and differentiate the styles and mediums of important artists and art movements
4. Develop body of work which shows which shows personalized and individual achievement of both technique and content in a traditional or non-traditional art form
5. Demonstrate ability to formally present created works in a professional manner and setting

Assessment

1. Student contracts for independent study in their strongest medium that challenges and develops independent design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1 & 4)
(project grading rubric attached)
2. Student demonstrates critical ability in regular individual critiques with selected advisor (SLO 1, 2, 3,4, 5)
(critique grading guide attached)
3. Student presents finished work for end of year Art incorporating professional standards. (SLO 1, 2, 4, 5)
4. Student present full portfolio **(Portfolio assessment form attached)**

Validation

1. Instructorevaluates each **project** with a standardized HCC Studio Art rubric that scores design, technique, craftsmanship, content and fulfillment of the project objective (SLO 1, 2 & 4)
2. Instructorevaluates the students **critical ability** in regular individual critiques using the Critique/ Assessment guide (SLO 1, 2, 4, 5)
3. Students work will be on display for the Student Art Show – their work is judged throughout the course to show **development** of craftsmanship, personal style, depth of understanding of historical context and craftsmanship (SLO 1, 2, 3, 4, & 5)
4. Students **portfolio** will be presented in an Exit Review, in front of a panel of artists and instructors drawn from a list of instructors and members of the HCC Arts Advisory Board. The work will be judged from a rubric of assessments on form and content. . (SLO 1, 2, 4, 5)
5. The Exit Review is scored on a rubric and points system by the Lead Faculty, an alternative faculty member of the students choice, and a member of the Arts Advisory board who is NOT a faculty member.

Results : ART 290 was implemented as the Capstone Project for the Program in SP13
The number of graduates vary from semester to semester.

SP13:

- There were 4 portfolio exit review in SP 13. The Portfolio Review grading rubric (attached) was used in evaluating the Graduating student's work by three instructors – the lead full-time faculty member, the Graphic Design lead faculty member, an outside assessor and an instructor of the student's choice, designed to address the strength of the student's preferred medium.
 - Results of this exercise showed that in *particular* media courses, students lacked depth in their understanding of

Historical context, analysis and references/traditions or vocabulary, and achieved only basic technical ability. (SLO 1,3)

FA13

- SP13 and FA 13 Portfolio Review showed us that students were weak in the 3D design area, which includes Art 122/222, ART 108 and Art 120/22.

SP14

- Graduating students showed a marked improvement and were well prepared for their presentation
- Student Esther Chin went on to the BFA program at MICA

FA14 – We had no Portfolio Reviews this fall, no graduating seniors.

SP15: 4 students graduated with AA.VAR degrees. Robin Sarmiento, Shelby Baugher, Francis Welte and Aysia Medley Portfolio Reviews showed that the ART department and the GDT department stand to gain by incorporating avant-garde comics Anime and graphics (novels) to our curriculum

FA15 - no graduates took the Art 290 capstone course for graduation

SP16 –

- Lauren Daye, Makayla Claiborne and Zachary Boger graduated with AA.VAR degrees. It was determined: Work exhibited that Graduating students in the Art 290 capstone course should be given a prominent space in The Spring Student Art Exhibit to show the work produced in the Capstone Independent Study.

Follow up:

FA13

One student has transferred to MICA for FA 13, another is transferring to Shepherd U, and a third is applying his Degree education in combination with a AA.GDT degree and beginning his own commercial business.

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SP13:

- Two students presented portfolios and both were transferring to Shepherd University to continue their studies. Students Amanda Fairchild and Sam Brnilovich went on to the BFA program at Shepherd
- To shore up stronger art history assessments results in Art 101 we changed texts to “*Exploring Art: A Global, Thematic Approach*” in an effort to address global diversity issues (the course is a gen ed class)

FA13:

- Three Portfolios were reviewed. One student planned on transferring to Shepherd University,
- One was accepted by MICA (Maryland Institute College of Art)
- One did not intend on continuing education in the arts
- Staff instruction and norming sessions were implemented

SP14

- Staff changes were made after poor student performance and long term re-training

FA14 – No portfolios reviewed

SP15 – Four students had exit portfolio reviews

- All four graduating students have been accepted to 4 year Art programs – MICA, Laguna State, Laguna California, UMBC and School of Visual Art in NYC..
- The first Ben and Becky Jones Merit Award was awarded to Aysia Medley, who is graduating with a 3.8 and has been accepted into UMBC Art program to study Animation and Interactive Media
- Three of the 4 graduating students are continuing study in areas WE DO NOT OFFER at HCC.
 - Notes on the Scoring Rubric by the Portfolio reviewers state:
 - “Recommend that HCC offer courses in cartooning and Graphic Novels (such as MAU and Artist AMANDA CARTER)”
 - “Recommend cartooning and Illustration at HCC –
 - One student got into SVA based on the strength of illustration and cartooning design she did on her OWN. There were no classes here for her.
 - Other student got into MICA to study cartooning and illustration by researching Style and trend in cartooning on her own”

SU15 – Graduate David Pompell passed the Portfolio Review. He does not have places to transfer to a 4 year school. Undecided on career.

SP16 – Graduate Lauren Daye was accepted to Pratt Institute for FA16 in painting; Graduate Makayla Claiborne was accepted To Howard University in Photography; Graduate Zach Boger was accepted to Shippensburg University in Drawing

- Zach Boger was the recipient of the Ben and Becky Jones Fine Arts award - \$1500
- Makayla Claiborne was the recipient of the David Wayne Moser Art award - \$300

Budget Justification:

- **FA13:** To increase attractiveness of the course to the students that are coming out of the Barbara Ingram School of the Fine Arts, area colleges in this transitional time 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 in the Sculpture/Ceramics/jewelry studio, we are providing bare essentials as far as work space and it is crowded.
 - These courses are not offered in the area and we draw from two counties.
- **FA 14** - 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
- **SP15** – to broaden course offerings to attract students in the area who are interested in Anime, Cartooning And Graphic Novels style illustration

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

Art 290 Capstone Portfolio Review Assessment form

Required: 2 works each Observational drawing, painting, 2D design, 3D/Sculpture/Ceramics and 4 additional major medium (or 6 if jewelry, photography)					
ART PROGRAM Student Learning Outcomes:	1. Student applies the fundamental elements of art in visual assignments.	2. Student uses proper language, tools and techniques of the medium.	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 .	5. Correlate artistic content with historical context of works of art
Assessment:	4 points Exceeds basic requirements. The work produced will demonstrate high quality, and be presented in a professional manner.	3 points Meets basic requirements. The work produced will demonstrate medium quality, and be presented in a somewhat professional manner.	2 points Poor application. The work produced will demonstrate a developing quality, and be presented in an acceptable manner.	1 point does not meet basic requirements. The work produced will be of sub-standard quality, and be presented in a nonprofessional manner.	
EVALUATION OF WORK PRESENTED					
	Drawing	Painting	2D Design	3D work	Major discipline
Compositional strength SLO 1, 2, 4					
Technical ability- use of the medium - SLO 1,2,3,4					
Craftsmanship/ professional presentation SLO 1,2,3,4					
Interpretation / Analysis SLO 2,3,4,5					
SCORE					
PANEL REVIEW - INSTRUCTOR SIGNATURE/DATE					