

ART DEPARTMENT

Part I-Assessment SUMMARY (2004-2005)

Art Department Mission, Purpose, and Intended Outcomes

Mission: To provide a learning centered, quality art program that emphasizes creativity, innovation, conceptual thinking, technical expertise and professionalism as it strives through continual assessment to meet the individual needs of a student population with diverse educational goals.

Purpose: Our transfer students will be able to attend any 4-year institution because we provide a high quality comprehensive curriculum and our lifelong learners will excel vocationally as a result of the exposure to the high level of professionalism. This is accomplished through additional workshops and lectures provided by additional Art enterprise account funding.

Intended Outcomes:

1. Select and use appropriate materials, methods, technologies and processes.
2. Recognize and apply the elements and principles of art.
3. Analyze and assess works of art.
4. Assemble a professional presentation of work.
5. Apply historical and contemporary references in works of art.

PART I

A. Drawing, Painting and Design Program Mission and Purpose

Mission: To provide a learning centered, quality art program that emphasizes creativity, innovation, conceptual thinking, technical expertise and professionalism as it strives through continual assessment to meet the individual needs of a student population with diverse educational goals.

Learning Standards and Purposes:

- a) Guide students toward a clear understanding of aesthetic components-form, content and subject. (Aesthetics)
- b) Cultivate original and creative artistic expression. (Creativity and Originality)
- c) Encourage students to apply critical thinking skills through research, historical applications, decision-making, and problem solving through the formation of a cultural and visual literacy. (Project Objectives)
- d) Prepare students to demonstrate facility and technical expertise in their craft through appropriate methods, technologies, and processes. (Media Competency and Craft)
- e) Through applied practice and participation, our students will demonstrate articulate expression through interpersonal and group interaction. (Participation and Critique)
- f) Serve students by meeting their specific educational needs. (Pre-course statement)
- g) Provide knowledge, skills, examples, and expectations of artistic professionalism.(Professionalism)
- h) Encourage students to demonstrate a prescribed level of effort on their projects and portfolio development. (Effort)

B. Drawing, Painting and Design Intended Outcomes

Upon completing the Core Foundations courses or Painting courses students will be able to:

1. demonstrate through applied practice and examination the ability to artistically communicate clearly, expressively, critically, in an organized manner, using appropriate art elements, principles and conventions and a variety of techniques and media.
Meets Program Learning Standards c), d), and e).
2. investigate, research and apply information and ideas using a variety of resources. They will then formulate and synthesize this into an effective, highly creative, artistic, or academic response.
Meets Program Learning Standards b), c), and h).
3. realize their personal goals in visual literacy through established college art standards and competencies
Meets Learning Standards a), b), d) and f).
4. exhibit the knowledge, skills, and attitudes necessary and reflective of a professional artist or transfer student artist.
Meets Program Learning Standards f), g), and h).

PART II

A. Intended Outcomes

See Part I, Section B

B. Identify Assessment Procedures/Methods

Because it is basic to the overall understanding and application of color theory and paint application the color modification project in Design 1 will be used as an assessment activity.

1. Class project Design 1-embedded evaluation
 - A. Instructor Evaluation
 - a. Two instructors will perform the graded evaluations
 - I. Each evaluation sheet will use a form of the learning standards and intended outcomes, i.e. Project Objectives
 - b. total pool of students assessed will be about 72 students from 4 separate Design courses
 - B. Peer Evaluation
 - a. Each student will be required to respond to a written assessment of another student's project
 - I. Each evaluation sheet will assess the application and understanding of color theory terminology

C. Benchmarks

ART 131 Design 1

Color Modification Exercise

Applies to Intended Outcomes 1, 2, 3 and 4

1. demonstrate through applied practice and examination the ability to artistically communicate clearly, expressively, critically, in an organized manner, using appropriate art elements, principles and conventions and a variety of techniques and media. *Meets Program Learning Standards c), d), and e).*
2. investigate, research and apply information and ideas using a variety of resources. They will then formulate and synthesize this into an effective, highly creative, artistic, or academic response.
Meets Program Learning Standards b), c), and h).
3. realize their personal goals in visual literacy through established college art standards and competencies
Meets Learning Standards a), b), d) and f).
4. exhibit the knowledge, skills, and attitudes necessary and reflective of a professional artist or transfer student artist.
Meets Program Learning Standards f), g), and h).

Instructor evaluation rubric

	Beginning F 0-5.9 points 0-59%	Developing D 6-6.9% points 60-69%	Proficient C 7-7.9 points 70-79%	Accomplished B 8-8.9 points 80-89%	Exemplary A 9-10 points 90-100%
Application of Color Theory specifically through evidence of color vocabulary, composition, aesthetics, creativity, presentation, effort, participation and media competency	Artist has a serious misconception of the assignment and has formulated an ineffective response	Artist has illustrated a misunderstanding of the assignment and has formulated a minimally effective response	Artist has illustrated a partial understanding and application of the assignment and has formulated a moderately effective response	Artist has illustrated a substantial understanding and application of the assignment and has formulated an effective response	Artist has illustrated a thorough understanding and application of the goals of the assignment and has formulated a creative and highly effective response
Intended Benchmarks For acceptable evidence of project success (2004-2005)	2% of student scores	8% of student scores	20% of student scores	45% of student scores	25% of student scores

Attached:
Color Modification Instructional Handout
Instructor Grade Sheet
Peer Evaluation Sheet