

# **ART DEPARTMENT PROGRAM ASSESSMENT REPORT - 2004**

## **Bachelor of Art**

### **Goals**

The Art Department has established 5 goals for all our courses and the Bachelor of Art degree.

1. Develop a student's perceptual and conceptual abilities through the study and creation of works of art.
2. Encourage the critical understanding of the relationship between art and society.
3. Provide a foundation for professional training.
4. Understand the issues and opportunities raised by the visual arts.
5. Understand the significance of art relative to human values.

### **Achievements/Competencies/Outcomes**

#### **Studio Art**

1. Students are able to draw realistically and expressively.
2. Students understand the characteristics and practical application of the fundamental elements of two-dimensional and three-dimensional design.
3. Students develop concepts and content for art works that utilize the fundamental elements of two-dimensional and three-dimensional design. Their artworks should demonstrate a level of excellence commensurate with a B.A. program in the field of visual art.

#### **Art Education**

Students in Art Education are also Studio Art majors. Their education component comes from the College of Education. In addition to meeting the outcomes described above for Studio Art, Art Education students must also be capable of:

1. Teaching art in a non-traditional setting such as a community center, senior facility, or detention center (ART 441).
2. Teaching art criticism and aesthetics in a K-12 setting (ART 341).

#### **Art History**

Art History majors should be able to:

1. Participate in and lead critiques of artwork and the aesthetic judgment making process.
2. Differentiate the artistic periods and styles from Prehistoric to late 20<sup>th</sup> century.
3. "Read" the non-verbal language of visual forms.

4. Develop research and writing skills.

## **Research**

### **Studio Art**

Student work is evaluated annually through the following:

1. Annual Student Juried Exhibition (Spring Semester). The work is evaluated by an Art Department faculty committee, the Art Gallery Director, and by at least two external jurors, such as professional artists, arts educators from other universities, and museum/gallery directors). Written evaluations address how well students are achieving program goals for Studio Art.
2. The CSU Student AIGA (American Institute of Graphic Artists) Chapter Exhibition. Each year, students concentrating in Graphic Design organize, with faculty supervision, an exhibition of their work. The exhibition is evaluated by the Graphic Design faculty, assisted by at least one external professional from the field of Graphic Design. Written evaluations address the program goals for Studio Art and specific goals for students in the Graphic Design concentration.
3. Merit Scholarship Exhibitions. Students who are awarded Merit Scholarships are required to participate in one group exhibition each year as a condition of accepting their scholarship. These exhibitions are organized and installed by students with supervision from the Art Gallery Director, Assistant Gallery Director, and Merit Scholarship faculty advisor. The exhibitions are evaluated by the Art Gallery Director, Assistant Gallery Director, and a faculty committee. Written evaluations address how well students are achieving the program goals for Studio Art.
4. Merit Scholarship applications are evaluated annually. New and current students apply for up to \$30,000 in scholarships annually. Application materials include example of artwork and an essay stating student goals. A faculty review committee evaluates and rates all Merit Scholarship application materials during the Spring Semester. Evaluations are used to gauge the skill levels of incoming students and to track current students' progress in achieving program goals.

### **Art Education**

1. Student papers are evaluated annually. Short essays and longer research are collected to evaluate students' success and progress in meeting program goals. Written evaluations, based on rubrics devised for each course, are made by the Art Education faculty. (See attached sheets for ART 441 and ART 341.)
2. Student presentations are evaluated to determine how well students achieve program goals for Art Education. Written evaluations, based on rubrics devised for each course, are made by the Art Education faculty. (See attached sheets for ART 441 and ART 341.)

## **Art History**

1. Student essay tests and research papers for undergraduates at the 200 level are evaluated based on the following rubrics:
  - a. Have students mastered the rudiments of the elements of design, so they can understand and discuss compositions in terms of these concepts?
  - b. Have students mastered basic art historical terms so they can use and understand this specialized vocabulary?
  - c. Have students begun to understand the roles of context and individual contribution in the creation of artworks?
  - d. Can students differentiate and identify broad divisions of style in art history?
  - e. Can students successfully identify book and periodical sources for their topics?
  - f. Can students correctly cite sources?
  - g. Can students logically present information and draw conclusions in writing?
  
2. Student research papers and presentations for undergraduates at the 400 level are evaluated based on the following rubrics:
  - a. Have students mastered the elements of design and specialized art historical terms in order to visually analyze complex artworks?
  - b. Do students have an improved grasp of context and individual contributions in the creation of artworks?
  - c. Can students differentiate and identify period, regional and personal styles in art history?
  - d. Can students successfully develop complex bibliographies for their topics?
  - e. Can students correctly cite sources and summarize scholarly research?
  - f. Can students elegantly present information and draw conclusions?

## **Findings**

### **Studio Art**

1. 70 works by 42 students, including drawing, painting, printmaking, photography, sculpture, ceramics and digital art were represented in this year's Student Art Show. Written statements by the judges are on file.
2. 12 students have been awarded Merit Scholarships ranging from \$1000 to \$6000, totaling \$30,000.
3. (See attached sheets for Judge's Statements.)

### **Art Education**

(See attached sheets for ART 341 2003.)

## **Art History**

(See attached sheets for ART 386 and ART 388.)

### **Review and Actions**

1. Further revision of entrance and exit exams needs to be a top priority for the coming year. The fact that incoming students enter our program at various levels of education and experience has presented difficulties in establishing a set of exams that provides meaningful data.
2. The Art Department faculty has always been very conscientious about reviewing and adapting their courses and approaches to the needs of our students. One of my tasks for the coming year will be to try and convince them that the assessment process is more than codifying information for another administration-mandated annual report that needs to be completed.

### **Studio Art**

Studio faculty will continue to the program through the methods already in place.

### **Art Education**

Art Education faculty will continue to monitor the program through the methods already in place.

### **Art History**

Art History faculty will continue to monitor the program through the methods already in place.

## **Master of Art – Art History**

### **Achievements/Competencies/Outcomes**

Students beginning in the Master of Art program should have acquired the same skills as undergraduate majors in Art History, particularly with regard to research skills. In addition, graduate students studying Art History should be able to:

1. Critically analyze Art Historical source materials.
2. Develop an original angle on material and be able to verify that it is original.
3. Be fully flexible in the presentation of material, whether term paper, paragraph summary, website, museum tag, etc.
4. Develop an understanding of what is yet to be researched.
5. Develop an understanding of Art History as a career.

## **Research**

1. The final Master of Arts colloquium papers presented by students are evaluated based on the following rubrics:
  - a. Is the core idea original and well developed?
  - b. Is the review of the literature thorough and critical?
  - c. Are the ideas presented with solid evidence?
  
2. The colloquium presentation itself is evaluated based on the following rubrics:
  - a. Has the student chosen images and details that provide good visual evidence for his/her ideas.
  - b. Is the presentation audible, confident and expressive?
  - c. Can the student successfully answer questions relating to the topic?

## **Findings**

1. (See attached sheets for ART 586.)
2. There were no theses presented during this past school year.

## **Review and Actions**

As was mentioned for the Bachelor of Art program, the Art Department faculty has always been very conscientious about reviewing and adapting their courses and approaches to the needs of our students. One of my tasks for the coming year will be to try and convince them that the assessment process is more than codifying information for another administration-mandated annual report that needs to be completed.

Completed by Howie Smith, Chair

## ART 441

### ART IN SOCIAL AND VOCATIONAL CONTEXTS

#### COURSE DESCRIPTION

An introduction to philosophical and historical issues in art education with an emphasis on alternative venues for teaching art to varied populations.

#### COURSE OBJECTIVES

Students will

1. know the philosophic rationale behind various movements in art education. (This connects to the history).
2. be able to abstract the main points of an article.
3. be able to find/research articles in art education, education, or related journals that are pertinent to topics in the course; i.e. art education philosophy, art education history, issues related to diversity and vocational contexts, mass media.
4. be able, individually and in groups, to critique visual and verbal products especially as relates developing critical skills of students.
5. write a statement of their philosophy of art education.
6. work with others to produce, share, and refine knowledge
7. make and record observations related to their field experience; reflect on what they observe and experience during field research, and present those findings in writing and in a class presentation using verbal and other media.
8. experience teaching in a setting other than school.

#### RUBRICS

**Knowledge:** The student demonstrates disciplinary knowledge and critical skills.

- A Demonstrates a high level of knowledge and critical skills, ability to see and connect various levels of interpretation.
- B Knowledgeable of art and fluent in use of critical skills.
- C Inconsistent demonstration of knowledge and use of critical skills.
- D Basic knowledge of discipline and use of critical skills.
- F Inadequate knowledge of discipline and very poor use of critical skills

**Understanding:** The student demonstrates comprehension of the important points material given or required in class.

- A Demonstrates a high level of grasp of the complexity of issues involved,
- B Demonstrates a good grasp of the complexity issues involved.
- C Identifies some issues but is unable to grasp their complexities.
- D Has a basic grasp of issues,
- F Fails to demonstrate understanding.

**Verbal Skills:** The student is able to use language correctly and effectively to elucidate an argument or present a perspective.

- A Significant clarity in elaborating and relating perspectives, correct use of terms, adept and creative use of language.
- B Correct use of terms, clarity in articulating and relating perspectives.
- C Is limited in articulation but competent. Has less than 3 grammar or spelling.
- D Is unclear in articulation and elaboration of issues. Has some grammar and spelling errors.
- F Incorrect use of terms, many spelling and grammar mistakes

**Research:** The student has collect sufficient information to make informed analyses and judgments

- A Very extensive research of information
- B Fairly extensive research of information
- C Adequate, but not extensive quantity of information
- D Sufficient only for making superficial or tentative analysis and unsubstantiated
- F Not enough information

**Analysis:** The student is able to clarify and relate descriptive and interpretive information and draw reasonable conclusions

- A A Broad and comprehensive grasps issues and their interrelation.
- B A fairly comprehensive grasp of issues and their interrelation
- C Identifies, sees connections, and implications of some issues
- D Shallowly descriptive and weak analysis
- F Poor use of analytical skill

**Presentation skills:** Student presentation of information and perspective is well organized and makes effective use of the chosen medium (media) of representation.

- A Imaginative, well organize and clear, adept in use of communication media.
- B Well-organized and clear presentation, competent uses of communication media.
- C Organizational inconsistencies are evident, so too are infelicities in use of communication media (verbal, visual, tech.).
- D Poor organization resulting in unclear transmission of information
- F Disorganized, unclear presentation and ineffective use of media of communication

## ART 341 VALUING PROCESSES IN THE VISUAL ARTS OBJECTIVES AND ASSESSMENT RUBRICS

### COURSE DESCRIPTION

An exploration of art criticism and aesthetics as part of a comprehensive art education program with practical application in a PreK-12 setting.

### COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of aesthetics, and of aesthetic theories past and present.
2. demonstrate knowledge of art criticism and contemporary issues related to evaluating art.
3. be able to devise lessons related to the teaching of aesthetics and art criticism.
4. be able to research and write critically about art objects, events, and issues.

### RUBRICS

**Knowledge:** The student demonstrates disciplinary knowledge and critical skills.

- A Demonstrates a high level of knowledge and critical skills, ability to see and connect various levels of interpretation.
- B Knowledgeable of art and fluent in use of critical skills.
- C Inconsistent demonstration of knowledge and use of critical skills.

D Basic knowledge of discipline and use of critical skills.

F Inadequate knowledge of discipline and very poor use of critical skills

**Understanding:** The student demonstrates ability to comprehend essential points and related issues.

A Demonstrates a high level of grasp of the complexity of issues involved,

B Demonstrates a good grasp of the complexity issues involved.

C Identifies some issues but is unable to grasp their complexities.

D Has a basic grasp of issues,

F Fails to demonstrate understanding.

**Verbal Skills:** The student is able to use language correctly and effectively to elucidate an argument or present a perspective.

A Significant clarity in elaborating and relating perspectives, correct use of terms, adept and creative use of language.

B Correct use of terms, clarity in articulating and relating perspectives.

C Is limited in articulation but competent. Has less than 3 grammar or spelling.

D Is unclear in articulation and elaboration of issues. Has some grammar and spelling errors.

F Incorrect use of terms, many spelling and grammar mistakes

**Selection and articulation of lesson topic and objectives:** The student selects appropriate topics and objective and states them clearly

A Appropriate and imaginative selection and clear articulation of topic and objectives

B Appropriate selection and clear articulation of topic and objective.

C Appropriate selection of topic and objective but unclear articulation

D Appropriate but restricted selection of topic and objective; and/or unclear articulation

F Fails to demonstrate understanding.

**Planning:** Plan of activity is well organized.

A Very well organized and imaginative

B Well organized and interesting

C Inconsistencies in organization

D Poor organization

F Disorganized

**Evaluation:** Evaluation methods are appropriate to the task

B Appropriate methods use

F Inappropriate methods used

**Research:** The student has collect sufficient information to make informed analyses and judgments

A Very extensive research of information

B Fairly extensive research of information

C Adequate, but not extensive quantity of information

D Sufficient only for making superficial or tentative analysis and unsubstantiated

F Not enough information

**Analysis:** The student is able to clarify and relate descriptive and interpretive information and draw reasonable conclusions

A A Broad and comprehensive grasps issues and their interrelation.

- B A fairly comprehensive grasp of issues and their interrelation
- C Identifies, sees connections, and implications of some issues
- D Shallowly descriptive and weak analysis
- F Poor use of analytical skill

**Presentation:** Student presentation of research is well-organized and effective use of the chosen medium (media) of representation.

- A Imaginative, well organize and clear, adept in use of communication media.
- B Well-organized and clear presentation, competent uses of communication media.
- C Organizational inconsistencies are evident, so too are infelicities in use of communication media (verbal, visual, tech.).
- D Poor organization resulting in unclear transmission of information
- F Disorganized, unclear presentation and ineffective use of media of communication

**ART 393 Special Topics in Art Education (4-0-4 or 2-6-4).** Intensive study of a relatively narrow subject or topic to be announced in advance. [Return to top](#)

**ART 396 Independent Reading and Research: Art Education (2 or 4 credit hours).**  
Prerequisite: Written permission of instructor. Study of an art education topic of special interest to the particular student. Subject and plan of study to be decided jointly by student and instructor. May be repeated for credit. [Return to top](#)

#### OBJECTIVES AND RUBRICS

The objectives and rubrics of ART 393 and ART 396 will be determined by the specific aims agreed on by the professor and student.

## JUDGE'S STATEMENT

Thank you for the opportunity to judge such a diverse group of creatively conceived and well crafted works of art from art students at Cleveland State University. It is apparent that there is a strong commitment from the faculty to teach the concepts and skills necessary to develop the next generation of artists.

Judging this show was not an easy task. From the extremely well crafted and beautiful pieces of Jade and Fabian Munoz to Aria Benner's clever sculpture, it was a struggle to choose the best from so many nice pieces in the entire exhibition. The wonderful paintings of Kelly Urquhart, Margaret Nagel and David Waski were as diverse conceptually as they were stylistically. Kati Jackson's piece was bold and soft at the same time. The Best of Mixed Media piece, *Seventy Cents a Day* was skillfully crafted to reflect the nature of the subject matter. Don Downs' work certainly reflects on contemporary issues. It was great to see flash animation through Ugoa Dilalla's piece. It was carefully thought out, imaginative and well executed. Tiffany Mielcarek's work enlightens us on an aspect of a flourishing new media, combining skills in drawing and digital manipulation to create exciting new imagery at CSU.

I applaud the Cleveland State University art students and their fine work.

March 31, 2004  
Richman Haire  
Interim Director  
Myers School of Art  
College of Fine and Applied Art  
The University of Akron

## JUDGE'S STATEMENT

Having the opportunity of being one of the first to see the CSU Student Art Show was not to be disappointing. The exhibition of various types of artwork with pieces ranging from photography, digital animation, painting, drawing, print making, sculpture, mixed media, and ceramics was a nice display of a diverse talent and creative energy. The quantity and general overall good quality of the work made for a very interesting and exciting show to judge. I compliment the CSU faculty and all the participants involved for doing a great job! The gallery's presentation of the work was neither over crowded nor sparse, which made for a very pleasing experience for the eye and benefited for the judging.

While most of the work was good to very good and required several passes through the gallery to fully review there are a few pieces of high distinction noteworthy and worth mentioning. Winner of best of show and best ceramic are the two pieces done by the collaborative Jade and Fabian Munoz . The two vessels were of high technical skill and remarkable artistry they possess a great beauty and uniqueness all their own especially the piece titled Lakeside. Best of painting by Kelly Urquhart is also a great display of originality and masterful drama. The paintings of David Waski were also very brilliant as well and posed a serious threat to best of painting. Best of mixed media titled Seventy Cents Per Day captures the transcendence of human spirit and is a remarkable display of up and coming great talent. The winner of best of photo/Digital media Tiffany Mielcareck exhibits fantastic imagery and tremendous vision, the subtleties and depth of the work really come through. Best of sculpture by Aria Benner carries a beautiful naturalist flavor and tranquil quality that's really captured throughout the form. Best of Drawing / Pastel, Kati Jackson's piece conveys a clean honest purity and unique feel to pull of the win in this category. Winner of best of printmaking Gil Reis displays a punchy crisp exotic composition to capture the win in this category. Honorable mentions go to Margaret Nagel, Daivid Wasky, Don Downs, and Ugoa Dilalla. Nice Job everyone! Continue to do great work and always push yourselves!!!

March 31, 2004  
Matthew Smith

Matt is a local Cleveland artist and freelance designer. Diversely educated in the field of art and design carrying degrees from The Art Institute of Pittsburgh and The University of Cincinnati's College of Design, Art, Architecture, and Planning in the field of Industrial Design.

|                                    |      |      |      |      |    |     |     |     |       |      |
|------------------------------------|------|------|------|------|----|-----|-----|-----|-------|------|
| ART 341 2003                       | Rsp1 | Rsp2 | Rvw1 | Rvw2 | Fp | Lp1 | Lp2 | Lp3 | Rsprj | F.M  |
| NAME/ASSIGNMENT                    | 1    | 1    | 2    | 2    | 3  | 4   | 4   | 4   | 5     | 100  |
| 2364584<br>Adinaro, Catherine Jean | 96   | 96   | 93   | 96   | 98 | 93  | 96  | 93  | 96    | 95.2 |
| 2342340 Oakar, Jean D              | 96   | 95   | 74   | 88   | 96 | 77  | 88  | 96  | 96    | 90   |

### ASSESSMENT CRITERIA

#### Assignment 1

Summary and response to articles read.

Understanding: Demonstrates a grasp of essential points

| F                                  | D                            | C  | B  | A  |
|------------------------------------|------------------------------|--|--|--|
| Fails to demonstrate understanding | Has a basic grasp of issues, | Identifies some issues but is unable to grasp their complexities | Demonstrates a good grasp of the complexity issues involved. | Demonstrates a high level of grasp of the complexity of issues involved. |

Skills: The student is able to use language correctly and effectively

|  |  |   |  |   |
|--|--|---|--|---|
| Incorrect use of terms, many spelling and grammar mistakes | Is unclear in articulation and elaboration of issues. Has some grammar and spelling errors | Is limited in articulation but competent. Has less than 3 grammar or spelling | Correct use of terms, clarity in articulating and relating perspectives. | Significant clarity in elaborating and relating perspectives. Adept and creative use of language. |
|--|--|---|--|---|

#### Assignment 2

Review of an exhibition

Understanding: The student demonstrates disciplinary knowledge and critical skills related to the work being reviewed.

| F   | D   | C  | B   | A  |
|---|---|--|---|--|
| Inadequate knowledge of discipline and very poor use of critical skills | Limited knowledge and poor use of critical skills | Inconsistent demonstration of knowledge and use of critical skills | Knowledgeable of art and fluent in use of critical skills | Demonstrates a high level of critical skills, able to see and connect various levels of interpretation |

Skills: The student is able to use language correctly and effectively

|  |  |   |  |   |
|--|--|---|--|---|
| Incorrect use of terms, many spelling and grammar mistakes | Is unclear in articulation and elaboration of issues. Has some grammar and spelling errors | Is limited in articulation but competent. Has less than 3 grammar or spelling | Correct use of terms, clarity in articulating and relating perspectives. | Significant clarity in elaborating and relating perspectives. Adept and creative use of language. |
|--|--|---|--|---|

### Assignment 3

Written paper on a aesthetic art critical issue in the context of art education.

Understanding: Demonstrates a grasp of essential points and appropriately uses References.

| F                                  | D   | C   | B   | A   |
|------------------------------------|---|---|---|---|
| Fails to demonstrate understanding | Has a basic and incomplete grasp of issues. Unclear grasp of references | Identifies some issues but is unable to grasp their complexities. References could be more effectively use and understood | Demonstrates a reasonable r good grasp of issues involved, and is able to use references effectively. | Demonstrates a high level of understanding of the complexity of issues involved. Adept and insightful use of reference. |

Skills: The student uses language fluently

|  |   |  |  |   |
|--|---|--|--|---|
| Incorrect use of terms, many spelling and grammar mistakes | Unclear in articulation and elaboration of issues. Has some grammar and spelling errors | Limited in articulation but competent. Has less than 3 grammar or spelling | Correct use of terms, clarity in articulating and relating perspectives. | Significant clarity in elaborating and relating perspectives. Adept and creative use of language. |
|--|---|--|--|---|

### Assignment 4

Lesson planning

Selection and articulation of lesson topic and objectives: The student selects appropriate topics and objective and states them clearly

| F                                | D                                       | C                                  | B                               | A   |
|----------------------------------|---|------------------------------------|---------------------------------|---|
| Inappropriate selection of topic | Appropriate but restricted selection of | Appropriate selection of topic and | Appropriate selection and clear | Appropriate and imaginative selection and |

|  |  |                                    |                                     |  |
|--|--|------------------------------------|-------------------------------------|--|
|  | topic and objective; and/or unclear articulation | objective but unclear articulation | articulation of topic and objective | clear articulation of topic and objectives |
|--|--|------------------------------------|-------------------------------------|--|

**Plan of activity is well organized**

|              |                   |                                 |                                |                                     |
|--------------|-------------------|---------------------------------|--------------------------------|-------------------------------------|
| F            | D                 | C                               | B                              | A                                   |
| Disorganized | Poor organization | Inconsistencies in organization | Well organized and interesting | Very well organized and imaginative |

**Evaluation methods are appropriate to the task**

|                            |   |   |                         |   |
|----------------------------|---|---|-------------------------|---|
| F                          | D | C | B                       | A |
| Inappropriate methods used |   |   | Appropriate methods use |   |

**Assignment 5.**

Group research project.

Research: The student(s) has (have) collect sufficient information to make informed analyses and judgments

|                        |  |   |  |  |
|------------------------|--|---|--|--|
| F                      | D  | C   | B  | A                                      |
| Not enough information | Sufficient only for making superficial or tentative analysis and unsubstantiated | Adequate, but not extensive quantity of information | Fairly extensive research of information | Very extensive research of information |

Analysis: The student(s) is (are) able to clarify and relate descriptive and interpretive information and draw reasonable conclusions

|                              |   |   |  |  |
|------------------------------|---|---|--|--|
| F                            | D                                       | C   | B  | A  |
| Poor use of analytical skill | Shallowly descriptive and weak analysis | Identifies, sees connections, and implications of some issues | A fairly comprehensive grasp of issues and their interrelation | A Broad and comprehensive grasps issues and their interrelation. |

**Presentation:** Student(s) presentation of research is well-organized and effective use of the chosen medium (media) of representation.

| <b>F</b>   | <b>D</b>  | <b>C</b>  | <b>B</b>  | <b>A</b>   |
|--|---|---|---|--|
| Disorganized, unclear presentation and ineffective use of media of communication | Poor organization resulting unclear transmission of information | Organizational inconsistencies are evident, so too are infelicities in use of communication media (verbal, visual, tech.) | Well-organized and clear presentation, competent uses of communication media. | Imaginative, well organize and clear, adept in use of communication media. |

## RESEARCH ASSIGNMENT

This assignment is to provide the class with a multicultural and global perspective, develop research capabilities, and to deepen knowledge of global art history and critical issues arising from a more informed understanding of cultures other than one's own.

Workshops in the class will focus on lesson planning

## FALL 2003 ASSESSMENT

Dr. Kathy Curnow

ART 386 Regional African Art: The Western Sudan

15 students remained registered for the class. Three students represent the sample. They were the three students with the lowest grades on the midterm essay exam, where they scored 41, 47, and 53. On the final exam, student one scored a 66, student two a 76, and student three a 71. Their research paper scores were, respectively, 83, 86 and 85. This was a Writing Across the Curriculum class, so their term paper was the result of several stages and a revision; they also had numerous other writing assignments, including keeping a journal, writing a book review, a reviewing two films. Class participation also formed part of the grade. Students one and two did a good job on their journals; student three did not always submit. Student one did a consistently good job on her reviews and student two an average job, while student three was more erratic (although his last submission showed a lot of improvement). Their final grades in the course were C, C, and C. Student three has serious health problems and missed a lot of classes. All three students skills improved

According to our defined assessment criteria, these three students improved their art historical skills (though some at a minimal level):

1. Have students mastered the rudiments of the elements of design, so they can understand and discuss compositions in terms of these concepts? Yes, though some in marginal terms
2. Have students mastered basic art historical terms so they can use and understand this specialized vocabulary? Yes, quite well
3. Have students begun to understand the roles of context and individual contribution in the creation of artworks? Yes, very well
4. Can students differentiate and identify broad divisions of style in art history? Yes
5. Can students successfully identify book and periodical sources for their topics? Yes, with steady improvement
6. Can students correctly cite sources? Yes, very well
7. Can students logically present information and draw conclusions in writing? Yes, though this was their weakest area.

Because this was a Writing Across the Curriculum course, the revision element allowed students an opportunity for feedback and revision, and their research and papers certainly improved. Overall, the class scored final grades as follows: 3 A's, 3 B's, 7 C's, 1 D, 1 F.

**FALL 2003 ASSESSMENT**  
**Dr. Kathy Curnow**  
**ART 388 African-American Art**

24 students remained registered for the class. Three students represent the 10% sample. They were the three students with the lowest grades on the first essay exam, where they scored 46, 58 and 68. Student one did not take the second exam. Student two scored a 72, and student 3 a 92. On the third exam, student one scored a 76, student two a 55, and student three a 90. Their research paper scores were, respectively, 68, 75 and 88. Their final grades were F, D, and B+. Student two is a foreign student and non-native English speaker; he is also on one of CSU's athletic teams and had to miss several classes. All three students' skills improved, most notably student three.

According to our defined assessment criteria, these three students improved their art historical skills (though some at a minimal level):

1. Have students mastered the rudiments of the elements of design, so they can understand and discuss compositions in terms of these concepts? Yes, though some in marginal terms
2. Have students mastered basic art historical terms so they can use and understand this specialized vocabulary? Yes
3. Have students begun to understand the roles of context and individual contribution in the creation of artworks? Yes
4. Can students differentiate and identify broad divisions of style in art history? Yes
5. Can students successfully identify book and periodical sources for their topics? Yes
6. Can students correctly cite sources? Yes
7. Can students logically present information and draw conclusions in writing? Yes, though this was their weakest area.

In general, although all students in the sample improved, their writing skills were weakest, as were their memorization skills (for successfully visual identifications). Overall, the class scored final grades as follows: 7 A's, 6 B's, 6 C's, 1 D and 1F (some registered class members never took more than the first exam).

## FALL 2003 ASSESSMENT

Dr. Kathy Curnow

### ART 586 Regional African Art: The Western Sudan GRADUATE STUDENTS

While our agreed-upon assessment of graduate students is meant to consist of the colloquium paper only (our passing-out requirement), I decided to do look at their classwork as well.

2 graduate students registered for the class and, as per our assessment criteria, represent the sample. Their midterm exam grades were 88 and 83, their final exams 99 and 84. Their research paper scores were, respectively, 91 and 95. This was a Writing Across the Curriculum class, so their term paper was the result of several stages and a revision; they also had numerous other writing assignments, including keeping a journal, writing a book review, a reviewing two films. Class participation also formed part of the grade. Neither student was particularly conscientious or good about keeping their journal; they did a below average job for graduate students. They did better (but not outstanding) jobs on their book and film reviews. While they frequently asked questions, their level of discourse was not impressive. Their final grades in the course were A- and B+. All three students' skills improved somewhat.

According to our defined assessment criteria for graduate students, these students improved their art historical skills (though not remarkably):

1. Have students mastered elements of design and specialized art historical terms in order to visually analyze complex artworks? They certainly mastered the terms, but did not demonstrate skilled visual analysis in this class
2. Do students have an improved grasp of context and individual contributions in the creation of art works? Their grasp of context improved greatly; their deep understanding of individual contributions was limited
3. Can students differentiate and identify period, regional and personal styles in art history? Their skills improved considerably, but were not initially strong at all
4. Can students successfully develop complex bibliographies for their topics? Not as successfully as I would have expected. Their skills were on the level of advanced undergraduates, but they did improve.
5. Can students successfully cite sources and summarize scholarly research? Yes, but not at a particularly advanced level
6. Can students elegantly present information and draw conclusions? Not to a graduate level, though they did improve.
7. Is student's core research idea original and well-developed? Adequate but not outstanding in both cases
8. Is student's review of the literature thorough and critical? Not particularly good in either case, but students were previously unfamiliar with African resources

9. Are students' ideas clearly presented with solid evidence? Yes

Neither student had ever studied African art history before, but they "picked up" no more quickly than the undergraduates. Their topic choices did not show much initiative. While their research and writing were adequate, it was their test scores and reviews that enabled better grades (which were not very good for grad students). Overall, they showed a lack of imagination, initiative and research skills, which suggests more attention should be shown in these areas.