ART AND ART HISTORY DEPARTMENT

ASSESSMENT REPORT 2010-11

The assessment plans for the Art Major, Art Minor, BFA, Art History Major, and Art History Minor were approved in the Fall of 2010.

The department reviews students at multiple points in their progress at Albion. We have a created a rubric (attachment) that is consistent for multiple levels of measurement. This rubric measures every learning outcome point at the Pre-Enrollment Portfolio Review (when students are reviewed and awarded scholarships), the Junior Review, and the Senior Art Major Exhibition/Art History Symposium. Starting January 2011, we utilized this rubric for each of our Pre-Enrollment Reviews to determine the level of scholarship award (if any) for each incoming student. We have also used this in all of our Junior Reviews, for each student participating in the Senior Art Major Exhibition and Senior Art History Major Symposium and for the senior art majors’ artist’s statements. In four years, we will have at least three data points to look at for each student in the department.

We have been measuring student’s performance at the Junior Review level for the last two years. We’ve found, in general, that students were not prepared to articulate their experience or their ideas in a manner that utilized an artistic vocabulary consistent with what we use in our courses to introduce them to art making and to critique their work. We also feel that their conceptual skills are sorely lacking. We have determined that the art curriculum needs to offer and require more foundational coursework as well as a professional practices capstone. This past academic year, tenured and tenure-track members of the art and art history department have constructed a new curriculum for the art major and the BFA. Syllabi for these courses will be completed and submitted to the Course Change Committee in the fall of 2011 along with the plan of offering this major beginning in Fall, 2012. By participating in the new foundation courses, we are confident that students will be better prepared for our intermediate course offerings and will create much stronger work by the time they prepare for the Senior Art Major Exhibition. The professional practices course will not only prepare students for the Senior Art Major Exhibition, they will be more attractive to and more prepared for graduate programs and professional art careers.

Our next step is to develop a new curriculum for the art history major. Bille is the only faculty member supporting the art history major. We are currently reliant on one adjunct professor to teach ancient and medieval art, as well as, non-Western art. At this time, Bille is developing a one-semester survey course to replace both The History of Western Art Before 1400 and The History of Western Art After 1400. Bille consistently offers directed studies, tutorials, and oversees internships (as unpaid overloads) for students needing them to graduate with an art history major and minor. She does this not only to help students graduate but to make their experience here as rich and meaningful as a degree in art history from Albion College should be. This is unfortunately a situation that is unavoidable for Bille and will only be partially relieved with another tenure-track position in art history.

Linked with our overall curriculum revision, we have also made a curricular plan to introduce a major in art education. We’ve been advised by faculty in the education program and are confident that this will be a valuable major, one that is sure to attract more students to the college and the department. Our new art major requirements will clearly meet the needs of the art education students. We will revise and increase art history offerings to satisfy the state certification requirements for art educators. We plan to submit this plan to the state Board of Education Review Board and to the Course Change Committee for approval in hopes of offering this new major in Fall, 2012.

We continue to bring artists-in residence with diverse backgrounds to skills giving our students a broader exposure to a variety of media and techniques. This year we hosted an installation artist (Jill Marie Mason), film makers/producers (Paul Saltzman and Patricia Aquino), drawing, video and installation artist (Lisa Iglesias) and a renowned environmental artist (Betsy Damon) as part of the Year of Sustainability.

Our students continue to participate in off-campus programs including the New York Arts Program, SACI (Studio Art Center International) in Florence, and Aix-En-Provence in France. We hope to offer more internship opportunities within the department. Currently, a student is assisting Bille Wickre in preparation for a Native American art history course, with a major exhibition and publication as outcomes. The college permanent print collection will likely be the source of an annual internship as much research can be done on original prints, exhibitions can be installed and publications generated. We anticipate that Chicago will be a good site for future internship opportunities because we have an active alumni presence in that area.

**Our internal assessment of the department curriculum and student accomplishments includes the following recommendations:**

Based on our fairly consistent findings over the last few years with our 200-level studio students and our Junior Reviews, the Art and Art History department has deliberated this academic year and designed a new curriculum for the art major that includes the addition of foundational courses that focus on the development of language and concept in an artistic context. We are in the process of creating three courses: a 101 – 2-D Art, a 102 – 3-D, and a required upper level studio/seminar Advanced Portfolio. The 2-D and 3-D courses can be taken in any order but should preferably be taken before ART121 Drawing. The Advanced Portfolio course will essentially be a capstone course that will prepare students for their Senior Art Majors Exhibition as well as for post-graduate work. Presentation, documentation, resume and artist’s statement writing, installation, and marketing, etc. will all be included in this capstone experience for credit. These three courses will be included in our art major requirements, each intending to support, create, and challenge students to be more prepared to enter graduate programs and professional fields of art making. We will submit our new major requirements in Fall, 2011.

We should expand our art history offerings to include non-European cultures.

**The following are Senior Art/Art History major responses to our Satisfaction Survey:**

Degree earned: B.A. ( **10** ) B.F.A. ( **1** )

 Art ( **8** ) Art History ( **3** )

Below are a series of statements which correspond to goals that are included in our department's mission statement. Please indicate how well you feel these goals have been attained based on your experience at Albion. (Darken the appropriate response.)

A.) Art and Art History graduates will be conversant with the visual and verbal language of art.

 I feel this goal was met: ( ) ( **1** ) ( **1** ) ( **2** ) ( **7** )

 Poorly Not Very Moderately Quite Well Very Well

 Well well

B.) Art and Art History graduates will be educated in the traditional modes of artistic expression, both conceptual and perceptual.

 I feel this goal was met: ( **1** ) ( ) ( **1** ) ( **4** ) ( **7** )

 Poorly Not Very Moderately Quite Well Very Well

 Well Well

C.) Art and Art History graduates will be independent thinkers, confident in their abilities to solve problems in a personal fashion

 and able to articulate their ides through their art.

 I feel this goal was met: ( ) ( ) ( **1** ) ( **5** ) ( **5** )

 Poorly Not Very Moderately Quite Well Very Well

 Well Well

D.) Art and Art History graduates will be familiar with area-specific techniques in art or art history.

 I feel this goal was met: ( ) ( ) ( **1** ) ( **2** ) ( **8** )

Poorly Not Very Moderately Quite Well Very Well

 Well Well

E.) Art and Art History graduates will be able to distinguish between historically specific artistic styles and expressions.

 I feel this goal was met: ( **1** ) ( ) ( ) ( **4** ) ( **6** )

Poorly Not Very Moderately Quite Well Very Well

 Well Well

F.) Art and Art History graduates will understand the roles that art has had and continues to have in reflecting and shaping the values of a variety of cultures.

 I feel this goal was met: ( ) ( **1** ) ( ) ( **4** ) ( **6** )

 Poorly Not Very Moderately Quite Well Very Well

 Well Well

**What would you identify as the strengths of the Department of Art and Art History?**

- Professors are very receptive to the needs of their students and focused on strengthening their students’ weaknesses, very knowledgeable, well educated and articulate, always available for extra help, perceptive to students, push students to do their best.

- the close bond between students and faculty members, which helps in trying to critique artwork.

- students receive attention as necessary and are held to high standards.

- our sense of family/community.

- preparation for graduate school.

- great environment and space to be, work, create in.

- learning a variety of mediums. Learning to independently evaluate my abilities.

- learning new and interesting techniques and ways of accomplishing them.

- a variety of different types of fine arts to explore, as well as modes of art history.

- large variety of courses to take each semester.

- artists-in-residence

**What would you identify as the weaknesses of the Department of Art and Art History?**

- the number of professors (art history). I would have liked to see a more balanced style of teaching which is hard to accomplish with one professor.

- the college does not provide enough resources for the department, We should have state of the art computers-Macs and projectors.

- the facilities! The computer lab needs Apple computers. Our building is the only one on campus that does not have large flat screen monitors.

- we need to offer art theory.

**CONCLUSIONS**

Based on these surveys: students feel strongly that they are conversant with the visual and verbal language of art. With one exception, they believe that they are quite well educated in the traditional modes of artistic expression, conceptually and perceptually. They believe that they have become independent thinkers, confident in their abilities to solve problems in a personal manner and are able to articulate their ideas through their art. Art and Art History graduates strongly feel they are quite familiar with area-specific techniques in art and art history. All but one feel confident about their ability to distinguish between historically specific artistic styles and expressions. They understand the roles that art has had and continues to have in reflecting and shaping the values of a variety of cultures.

Students are very satisfied with the faculty and the amount of challenge and nurturing they received.

Students feel that we need to secure another tenure-track art historian so that we can once again have a full-complement of courses and, just as important, another faculty member to serve as mentor and advisor.

Other areas they feel need attention are improvement of facilities.

Students continue to be dissatisfied that the computers we use to teach with in our studio lab are PCs rather than Macs, which are the industry standard.

ASSESSMENT RUBRIC

Name:­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Presentation:

Pre-Enrollment Portfolio Review

Junior Review

Senior Art Major Exhibition

Artist’s Statement

Please rate on a 1 to 4 scale or NA (not applicable) on each of the following:

An Art Major:

\_\_\_\_\_\_\_\_\_\_\_\_ understands and uses the specific visual and verbal language of art and art history.

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_ is able to critique and explain art works in their appropriate context.

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_ is familiar with area-specific methods in art and art history.

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_ can use, identify, and describe the materials and technical processes involved in creating their work.

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_ is able to generate ideas and work independently, creating work that is unique to them as individuals.

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_ is poised to enter the workforce or graduate school.

Comments:

**Bachelor of Fine Art Assessment**

**MISSION:**

The Department of Art and Art History (Art) defines its mission as educating students in both traditional and contemporary modes of artistic expression. This includes providing an environment that promotes technical, creative, conceptual, and professional development. Students are introduced to artistic issues in the historic and contemporary world, helping them become fluent in the languages of art, both visual and verbal.

**LEARNING OUTCOMES:**

1. Bachelor of Fine Art Majors will understand and use the specific visual and verbal language of art and art history.
2. Bachelor of Fine Art Majors will be able to critique and explain art works in their appropriate context.
3. Bachelor of Fine Art Majors will be familiar with area-specific methods in art and art history.
4. Bachelor of Fine Art Majors will be able to use, identify, and describe the materials and technical processes involved in creating their work.
5. Bachelor of Fine Art Majors will be able to generate ideas and work independently, creating work that is unique to them as individuals.
6. Bachelor of Fine Art Majors will maintain a minimum GPA of 3.25 in their art courses.
7. Bachelor of Fine Bachelor of Fine Art Majors will be poised to enter the workforce or graduate school.

**QUANTITATIVE MEASURES AND/OR QUALITATIVE INDICATORS**

**PROGRAM COMPONENTS:**

1. Pre-enrollment Assessment: Portfolio Review

A small group of students participate in a portfolio review in the spring semester prior to their enrollment at the College. These students usually receive Art and Art History Scholarships. As a group, they can be tracked throughout the time they hold the scholarships, usually four years.

The pre-enrollment portfolio review assesses the following:

* Student will demonstrate a beginning level of proficiency in at least one medium.
* Student will use and understand specific visual and verbal languages of art and art history when speaking about their artwork.
* Student will keep a sketchbook.
* Student will be able to critique and explain art works in their appropriate context.
1. Base Assessment: ART121 - Drawing

All Bachelor of Fine Art Majors must take ART121: Drawing. Specific exercises within the class will allow us to evaluate the students’ mastery of a basic level of knowledge about specific materials and techniques and their abilities in expressing themselves through visual means.

During the first semester of drawing each student will undergo two portfolio reviews one at midterm and one at the end of the semester. The three major components of the course will serve as the criteria for evaluation: mastery of drawing media, understanding of drawing concepts, and familiarity with a variety of subjects (For example: still life, portraits).

Critiques in the class will allow assessment of each student’s ability to discuss their own artwork and others.

In ART121 the following learning objectives will be measured:

* + - * Student will understand and use the specific visual and verbal language of art appropriate for drawing.

(For example: value, perspective, and contour line drawing)

* + - * Student will be familiar with drawing materials and techniques.
* Student will be familiar with drawing methods.
* Student will become familiar with how to critique artwork.
1. Intermediate Level Assessment: Junior Portfolio Review

Art students in their third year will meet with the Art and Art History faculty to present samples of their artwork, talk about their accomplishments, and begin a conversation about their future endeavors.

At the Junior Review the following learning objectives will be measured:

* + - * Student will understand and use the specific visual and verbal language of art and art history in a more refined manner that reflects an understanding of both process and concept.
* Student will be able to critique and explain art works in their appropriate context.
	+ - * Student will have an advanced understanding of area-specific methods in art and art history.
			* Student will have an advanced understanding of area-specific materials and techniques, in at least one area of the studio arts.
1. Capstone: Senior Bachelor of Fine Art Majors Exhibition

During the final semester of their senior year all art students participate in the Senior Bachelor of Fine Art Majors Exhibition. A final assessment is done by the art and art history faculty. This looks at the quantity and quality of the work the student chooses to submit. Work is evaluated on the basis of appropriate choice of materials for the content of the work, skill levels in dealing with materials, and the expressive content of the work.

Each student is asked to prepare a written artist’s statement and to discuss his or her work in a short gallery talk. In the written statement and gallery talk, students demonstrate how well they have succeeded in learning how to talk and write about their art, how self-aware they have become, and their abilities to see themselves as part of the continuum of art history.

All Bachelor of Fine Art Majors will have completed a resume, an articulate artist’s statement, and a body of work poising them to secure a place in the workforce or graduate school.

* Bachelor of Fine Art Majors will understand and use the specific visual and verbal language of art and art history.
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* Bachelor of Fine Art Majors will be able to use, identify, and describe the materials and technical processes involved in creating their work.
* Bachelor of Fine Art Majors will be able to generate ideas and work independently, creating work that is unique to them as individuals.
* Bachelor of Fine Art Majors will maintain a minimum GPA of 3.25 in their art courses.
* Bachelor of Fine Art Majors will be poised to enter the workforce or graduate school.

**SELECT METHODS/DATA SOURCES AND INSTRUMENTS:**

1. Pre-enrollment Assessment

**Discussion** - High school students are asked to bring 10 to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic influences.
**Rubric** - The rubric reflects faculty assessment of the level at which they have communicated their methods, materials, and artistic influences.

1. Base Assessment: ART121 – Drawing

**Assessment test** – An assessment test is given on the first day and last day of the semester. The test measures students’ incoming knowledge of basic drawing concepts and measures them again at the end of the semester. The test includes the basic material covered in Drawing 1.
**Assessment Drawing** – A still life drawing is worked on the first day and last day of the semester. The first drawing done on the first day of class is done without instruction. After the students finish their drawing on the last day of class, the drawings from the first day are pulled out and a visual comparison can be made of each individual students progress.

1. Intermediate Level Assessment: Junior Portfolio Review

**Discussion** - Junior Bachelor of Fine Art Majors are asked to bring 10 to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic influences with art department faculty.
**Rubric** - The rubric reflects faculty assessment of the level at which they have communicated their methods, materials, and artistic influences.

1. Capstone: Senior Bachelor of Fine Art Majors Exhibition

**Discussion** - Senior Bachelor of Fine Art Majors are asked to bring up to 20 works of art and a sketchbook for a portfolio review. Students are expected to present their work including discussing methods, materials, and artistic influences with art department faculty and art students in an organized gallery talk.

**Senior Exhibition** -Faculty judge/curate and select each senior’s strongest work to be included in a group exhibition. Students mat and frame all 2-d work, plan and install work, design a book, and posters/invitations to advertise this exhibition. Finally, seniors plan and host an exhibition opening.

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**ANALYZE AND INTERPRET THE DATA:**

The Art and Art History Department has been collecting data, but we have not yet interpreted or analyzed the data to make adjustments to our curriculum as a department. We plan on revising our existing rubric this semester to make it more applicable to all studio media, and we plan to look at the current data collected to make appropriate revisions to our curriculum as needed.

**HOW WILL THE DATA COLLECTED BE USED FOR DECISION-MAKING, STRATEGIC PLANNING, ETC:**

Though we have not done a systematic analysis, all members of the department have seen consistent problems at the junior review level and will engage in serious curricular revision this semester.

This current semester we will be revising our assessment rubrics, as well as, evaluating our accumulated assessment findings. Based on those findings we will investigate and revise our existing curriculum.

**Art Major Assessment**

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**LEARNING OUTCOMES:**

1. Art Majors will understand and use the specific visual and verbal language of art and art history.
2. Art Majors will be able to critique and explain art works in their appropriate context.
3. Art Majors will be familiar with area-specific methods in art and art history.
4. Art Majors will be able to use, identify, and describe the materials and technical processes involved in creating their work.
5. Art Majors will be able to generate ideas and work independently, creating work that is unique to them as individuals.
6. Art Majors will be poised to enter the workforce or graduate school.

**PROGRAM COMPONENTS:**

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**Art History Major Assessment**

**Mission:**

The Department of Art and Art History (Art History) at Albion College provides students with a foundation in the skills of analysis, critical thinking and writing, and knowledge of art in its artistic, historical and cultural contexts. We educate students in both traditional and innovative modes of artistic expression and critique. We believe that individual expression in the form of artistic creation, analysis and dialogue is essential to the maintenance of human life and the creation of a humane and just society.

**Art History graduates (majors) will:**

speak and write effectively about works of art using the languages and methods of art and art history

be knowledgeable about art across a spectrum of historical periods and distinguish between historically specific styles

critique and explain art works in their appropriate context

be knowledgeable about issues in contemporary art

 use contemporary critical theory to interpret works of art.

formulate appropriate questions for research and conduct independent research

understand the connections between artistic expression and the formation of a just society

be familiar with area-specific materials and techniques in at least one area of the studio arts.

**Pre-enrollment Assessment**

A small group of students participate in a written portfolio review and interview in the spring prior to their enrollment at the College. These students usually receive Art and Art History Scholarships. As a group they can be tracked throughout the time they hold the scholarship, which is usually four years.

At the time of the scholarship portfolio review we will assess students on the following:

Art History students at the beginning level will understand and use beginning vocabulary of art history.

Art History students at the beginning level will be able to critique and explain art works in an artistic context.

**Baseline Assessment:**

Students will be evaluated at the time they take ARTH110: Non-Western Art; ARTH111: Art History Before 1400; or ARTH112: Art History After 1400. All majors in art or art history must take one of these survey classes. Scholarship students are integrated into these classes and their performance can be compared with other students. Quizzes early in the term or embedded questions on the first exam will measure each student’s ability to use specific languages about art, to interpret and analyze works of art and to distinguish historically specific styles and expressions. A second marker will be embedded in the final exam.

**At the 100/beginning level the following learning objectives will be measured:**

Art History students at the beginning level will be able to talk and write about art using appropriate vocabulary.

Art History 100 level students will be able to distinguish between historically specific artistic styles and expressions.

**Art History majors at the 200/intermediate level will:**

understand and use the specific languages of art and art history. They will be able to discuss meanings of various works of art using appropriate language in oral presentations to their peers.

 will talk and write about art using a more sophisticated vocabulary than beginning students.

distinguish between historically specific artistic styles and expressions, and will place the works within a social, cultural, and historical context

be knowledgeable about issues in contemporary art

In art history classes at the 200/intermediate level oral presentations and additional writing assignments will allow us to continue to evaluate the student’s progress. Students will meet regularly with the art historians to discuss their progress through the program and future plans. All art history majors must take ARTH 216: Modern and Contemporary Art, so this is the logical place to assess all of them. We will use a modified form of the writing rubric developed for the First Year Seminars as a standard to judge writing at the 200 levels.

**Art History Junior Review**

During his or her junior year each art history major will undergo a Junior Review. They will select or be assigned a short art historical article that they will summarize and analyze for departmental faculty. After their presentation they will engage in an informal dialogue with faculty about the article. Students will be judged according to a set of criteria mapped out on a rubric.

**Art History majors at the 300/advanced level will:**

 understand and use the specific languages of art history. They will be able to discuss meanings of works of art using appropriate language in oral and visual presentations to their peers.

talk and write about art effectively, using a more sophisticated vocabulary than intermediate students.

distinguish between historically specific artistic styles and expressions, and will be able to place the works within a social, cultural, and historical context.

 use contemporary critical theory to interpret works of art

understand the connections between artistic expression and the formation of a just society

be familiar with area-specific materials and techniques in at least one area of the studio arts

Students will be assessed in one of the 300 level courses: Art as Political Action; Race and Representation in American Art; Women in Art; Earth, Art, and Environment. We will continue to use rubrics to judge their performance. An essay at the end of the semester will also be used to assess these learning objectives.

Familiarity of one area of studio art will be assessed by performance in a studio class.

**Capstone**

In the spring of their senior year all art history majors will participate in a symposium in which they will present to the faculty and their peers a significant art historical research project. Projects may include research for a particular class, a directed study, or an Honors or Departmental Honors thesis. Those who are not presenting will listen critically and will be expected to engage in dialogue about the ideas the speaker presented after the presentation. The text of their presentation will be turned in to be assessed using a rubric.