UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
ARTS 1310: Basic Drawing and
ARTS 2310 Figure Drawing

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

- Students will be able to demonstrate perceptual skills in a variety of drawing media and techniques.
- Students will be able to discuss the formal and technical qualities of drawings.
- Students will be able to create a portfolio of drawings that demonstrates discipline and an understanding of line, value, the creation of volume, expressive mark-making, composition and perspective.

Basic Drawing and Figure Drawing have the same Course Learning Outcomes because Figure Drawing is designed to be a continuation of Basic Drawing with concentration on the human form as the primary subject.

2. Which CLOs were addressed for this academic year? (2018-2019)

All CLOs were addressed.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All CLOs are being addressed in our 2019-2020 assessment plan.

4. Explain the assessment cycle.

For 2018-2019, all sections of ARTS 1310 adopted standard course learning outcomes. All instructors teaching in the course met and agreed on the CLOs using national standards set by The College Board in assessing Art and Design portfolios. A rubric for drawing projects, a portfolio, and standards for group critique were developed by the Course Lead, Kim Kwee, and adopted in one Fall 2018 section and in all sections of the course for Spring 2019. Data was collected from the rubrics and analyzed by summer 2019.

Year 1: 2018-2019

Gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

*Some courses required a Planning phase before data could be gathered. Planning included making standard course learning outcomes across sections and developing appropriate assessment measures and tools such as common rubrics.

Year 2: 2019-2020

Implement recommendations from Year 1; gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

Year 3: 2021-2022

Evaluate the effectiveness of implemented recommendations. Decide as a group to keep or change the implemented recommendations. If benchmark is reached, move on to Cycle 2 courses and restart the cycle. If the benchmark is not reached, we restart the cycle on the same courses.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

Cycle 2:

ARTS 1310 Basic Drawing, ARTS 2310 Figure Drawing, ARTS 1350 Two-Dimensional Design, ARTS 2351 Three-Dimensional Design, ARTS 2320 Computer Applications in Art, ARTS 1330 Intro to Digital Photography

During Cycle 1, these courses are in a Planning Phase. The Planning Phase includes establishing common course outcomes and equitable standards for projects along with developing rubrics for these projects. In Year 1 of Cycle 2 courses (which will be 2022-2023) we will focus on progression from Basic Drawing to Figure Drawing and common course outcomes between ARTS 1350 and ARTS 2351. In all Cycle 2 courses, the development of a portfolio review and standards for group critique will be assessed. In ARTS 2320 and ARTS 1330 the portfolio will be electronic.

- Date for a complete assessment plan review: May 1 of Year 3. If benchmark is not reached, the cycle will restart.

5. What are the assessment methods? Are they direct or indirect?

The assessment method used was direct. Portfolio Review: 10-12 in-class exercises, homework assignments, projects and independently produced creative works. Students were given standards for group critique on the first critiqued project. They were expected to progress towards more productive critiques by the last project.

6. What are the assessment goal(s)?

Benchmark is 75% of students scoring average proficiency, as determined by the instructor, or higher on the rubric. Students will score "Proficient" in all three sections of the rubric.

Because Figure Drawing is the only course we teach with an ARTS prerequisite, we can look at student achievement in Basic Drawing and their progression into Figure Drawing. To that end, we use the same assessment methods in individual projects, portfolio reviews, and participation in critique.

7. What were the findings for this academic year? (2018-2019)

Students met the benchmark on individual projects, but results were inconclusive on the Portfolio Review. Students met the benchmark in all three sections of the Critique Participation review rubric.

8. What is your analysis of the findings?

Individual projects are important to building the skills that are being formally assessed in the portfolio review. Students could see how an individual project aligned to a specific skill or technique, but lost sight of the connection in a collection of their work. More specific expectations for a portfolio review should be communicated in materials related to this assessment.

Students need to be given more than one opportunity to learn how to speak about their work and the work of others in a supported environment with productive communication modeled for them by the instructor before this measure is assessed. Productive communication is defined for their assistance in reaching this goal on the Critique Participation rubric. By moving the formal assessment of this CLO to the last critique in the course, the focus was on growth and development toward meeting the goal over a series of informal critiques.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Portfolio review specific rubric was developed using The College Board national standards for Art and Design portfolios. The rubric will be adopted in all sections in Fall 2019. Data from this rubric will be collected at the end of Fall 2019 section.

All full-time faculty met at the beginning of Fall 2019 to adopt a common rubric for drawing projects and develop a plan for assessing graded projects in a portfolio review.