



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020**

**ARTS 1310 and 2310: Basic Drawing  
and Figure Drawing**



## Course-Level Learning Outcomes

### What are the Course-Level Outcomes (CLOs)?

1. Students will be able to demonstrate perceptual skills in a variety of drawing media and techniques.
2. Students will be able to discuss the formal and technical qualities of drawings.
3. 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.

### Which CLOs were addressed for this academic year? (2019-2020)

Planning for all CLOs were addressed for this academic year.

### Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

All CLOs are being addressed in our 2020-2021 assessment plan.

### Explain the assessment cycle.

The Planning part of the cycle was completed with a common, student-centered set of CLOs adopted for Drawing, 2D, and 3D courses, agreed upon by the three instructors for those courses. Standards for critique and rubrics were adopted. Implementation will begin Fall 2020.

### What are the assessment methods? Are they direct or indirect?

The assessment methods are direct. Individual projects that address craftsmanship and tool/technique proficiency will still be part of course level assessment to ensure all CLOs are being introduced and reinforced before mastery is expected. Instructors agreed upon a rubric for projects and standards for group critique, but this assessment will not have as much quantitative data due to COVID-19 the number of critiques was limited.

My focus will be geared towards the effectiveness of the rubrics during student critiques. The effectiveness was examined through my notes and observations taken during two critiques. Participation and dialogue will be centered heavily –

with the idea that their vocabulary and critical awareness strengthens their critical thinking skills.

### What are the assessment goal(s)?

The goal of this assessment is to have a clear guide for students to follow during critique. This guide will allow me to monitor how student are understanding their work and others. Emphasis will be placed on an engaged discourse that encourages problem solving and participation.

### What were the findings for this academic year? (2019-2020)

In my findings I found the guide increased students' participation and problem solving. By making clear what is expected.

#### Productive Communication

- Speaks objectively about their work and decisions.
- Receptive to critical feedback
- Basic understanding of how to discuss line in relation to the creation of form: familiar with the continuous contour and cross contour technique.
- Basic understanding of how to discuss proportion.
- Basic understanding of how to discuss traditional media and combinations of media.
- Discusses meaningful observations of the conceptual aspects of the drawing assignment.
- Discusses the relationship of ideas, materials, and processes.

#### Productive Studio Conduct

- On time, works until class is dismissed.
- Use of studio time, student has materials needed in class.
- Student does preparatory work and studies to resolve perceptual errors.
- Interacts with peers and discusses their work with them.

This checklist became a framework for students to access their own work and other students work during the class critique.

This guide was effective in increasing student participation compared to before.

### What is your analysis of the findings?

The rubric and guide are will be included in all critiques.

### What is the action plan for the next academic year? (2020-2021) Explain.

Implementation will begin Fall 2020 with a standard portfolio assessment and rubric. The use of appropriate terms will be the focus of a group critique

assessment, which can easily be adjusted to peer-to-peer critique, instructor-student critique, and virtual versions of all these critique styles in responses to the COVID-19 crisis.

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