Fine Art Department

Assessment Plan, 2012-2013

1. Fine Art Assessment Plan

The Fine Art Department Assessment plan ties together our Program Objectives, items to be assessed, and the corresponding CLO’s. In order to demonstrate the connections between the Program Objectives and between ECC’s CLO’s, the rubrics used to evaluate student work are modeled closely on the Communication CLO rubric.

| Program Objectives | Assessment | CLO’s |
| --- | --- | --- |
| \* Use proper industry nomenclature |  artist statement |  communication |
| \* Utilize technology to present and document their work for presentation |  digital portfolio |  communication |
| \* Display an adequate level of professionalism in presentation of their work |  student art exhibition |  ethics & social responsibility |
| \* Display critical thinking skills and concrete conceptual development |  creation of a coherent body of work, iconography |  critical & creative thinking |
| \* Demonstrate a substantial engagement with historical concepts, techniques, artists, and movements as well as a working knowledge of contemporary artists |  artist statement |  communication,  ethical & social responsibility,  critical & creative thinking |

Taking into consideration the data collected and reviewed in 2011-12, the following plan of assessment is proposed.

Program Objective 1: Use proper industry nomenclature

Areas for improvement:

* The structure and organization of the writing. Most of the essays need an introduction and conclusion as well as internal transitions.
* The structure and style of the Academic Formal Analysis paper and all that entails: introduction, conclusion, transitions, and a higher, more formal level of language, rather than the conversational tone found in most of the papers.

Means for improvement:

- required use of the Learning Center for proofreading, utilize resources from the English Dept. on MLA formatting, formalized instruction on writing

- more direct vocabulary instruction, inclusion of terminology in the Art & Design Handbook

Program Objective 2: Utilize technology to present and document their work for presentation

Areas for improvement:

* The quality of digital images of work for documentation purposes.

Means for improvement:

* more hands-on instruction in the use of the camera and lighting techniques, and greater emphasis on the importance of high quality images of work, begin the process of requesting dedicated photography/lighting space where the equipment can be set up and used by Art and Design students providing them with more time and opportunity to hone these skills.

Program Objective 3: Display an adequate level of professionalism in presentation of their work

Areas for improvement:

* The informed choice of proper presentation style (frame & matte, etc)

Means for improvement:

* The Fine Art Department will organize Presentation Workshops where professionals will demonstrate the industry standard in displaying art work. Increased discipline specific instruction within each class.

Program Objective 4: Display critical thinking skills and concrete conceptual development

Areas for improvement:

* Continued growth and development of critical thinking skills and conceptual development. Greater connectivity between the object and the conceptual idea and the verbal communication of it all.

Means for improvement:

* Continued instruction and projects that hone students thinking skills. Side-by-side working with students to model critical thinking skills as used in the art world. More directed critique discussions aimed at object, idea, and artist’s communication of the link between the two.

Program Objective 5: Demonstrate a substantial engagement with historical concepts, techniques, artists, and movements as well as a working knowledge of contemporary artists

Areas for improvement:

* Making more explicit connections between their work and where it fits in the broader context of the art world.

Means for improvement:

* More frequent intentional conversations in the studio with individual students on the origins and influences in their work. faculty will strive to explain, demonstrate and cultivate this skill of making connections between the past and the current and the student’s own work.