

Program Assessment Report - Five Column

Eastern Oregon University

GEC Outcomes

GEC Outcome	Program Outcome	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>GEC - Art - Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>Description of Assessment: Students are asked to complete a self-portraiture assignment in photography. They are asked to imagine themselves as someone else and photograph that fictional personality in a series of images. Students are assessed on 1) expressing questions of interest; exhibiting a deeper knowledge and understanding of the material and intellectual curiosity, 2) a methodology appropriate to the discipline, leading to a conclusion, 3) appropriate use of technology, 4) demonstrating a connection to relevant research and expertise Assessment Type: Capstone Assignment/Project Benchmark: > 85% adequate or proficient</p>	<p>10/01/2012 - INQUIRY Category 1: 75% of students at proficient or adequate level Category 2: 93.75% Category 3: 68.75% Category 4: 75% Benchmark Met: No Reporting Year: 2011-2012 Prefix Course Number: ART 260 High Impact Practice (HIP) - only choose one: Co-Curriculum Commentary Explanation: Students' self portrait projects were required to depict a character that differed greatly from their normal personalities. Stereotypes were discouraged and investigations of other artists were provided to encourage subtlety and depth of characterization. Related Documents: Self Portrait Assignment Art 260 Data</p>	<p>03/05/2012 - The small sample size within Beginning Photography is one reason for there being a failure to achieve benchmarks within this class. One or two more students achieving adequate or proficient would have boosted those numbers in each category.</p> <p>That said, this project always yields interesting solutions and responses from students. Areas where students fall short are most frequently in the area of creating solid physical prints; their printing skills at the end of 11 weeks often aren't at an adequate level, though these numbers do not indicate whether students did improve their printing skills during the term; oftentimes, they have.</p> <p>Writing about their own work is an area where students often struggle, and I am in close consultation with the writing center and other instructors to help better define those points students should write about in order to better define their ideas and motivations?and revelations, if they occur?behind their work.</p>

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		<p>Description of Assessment: Students are asked to create an abstract design project based on a specific, real, "Memory/Moment". The particular moment is to be chosen by the student, prompted by their own interests and experiences outside of the classroom environment. Students create visual inventories of four separate "Memory/Moments" in their sketchbook, taking note of specific elements of art (line, shape, color, form, texture, value) present at that time. Accompanying the visual reference is also a brief written description of what was happening, as well the emotional or intellectual tenor regarding why they were interested in trying to capture this memory. Referencing those subjective descriptive phrases, students then use the principles of art (repetition, unity, variety, direction, focal point, scale) to manipulate the visual elements into a composition that captures . After investigating four different "Memory/Moments" in this way, they choose one to explore further as their final project, recreating it on a larger scale thereby refining their ideas and improving the craftsmanship of the work.</p> <p>Assessment Type: Capstone Assignment/Project</p> <p>Benchmark: 85% meet or exceed</p>	<p>12/12/2011 - Inquiry emanates from a question of interest to the student that can result in deeper knowledge or understanding. Student exhibits intellectual curiosity and asks questions. - Inspiration for this project has come from a specific personal experience of importance to the student. The development and process of creating this piece reflect the student's investigation into the relationship of art making as an expression of the human experience. 75% - proficient, 20% - adequate, 5% - developing</p> <p>Inquiry has a well-conceived methodology appropriate to the discipline leading to a conclusion based on the data. - The visual vernacular in this work emanated from a systematic process of brainstorming, refining and reflection. 40% - proficient, 45% - adequate, 15% - developing</p> <p>Inquiry demonstrates appropriate use of technology - Craftsmanship within this work demonstrates a mastery of the art materials used. 60% - proficient, 33% - adequate, 15% - developing</p> <p>Inquiry is connected to relevant research and expertise. - The elements and principles of art have been incorporated thoughtfully to reflect the particular formal aspects of "Memory/Moment," but are also manipulated in such a way to contribute to the emotional or intellectual essence of that memory. 59% - proficiency, 31% - adequate, 9% developing</p>	<p>03/12/2012 - Commonalities were found after analyzing the work completed by students who did not meet or exceed the benchmark. The misinterpretation of the assignment was consistent throughout their individual work. These students created a final piece using the elements and principles of art in a symbolic way, rather than having created a careful study of the actual visual clues present in their "Memory/Moment". This group of students failed to engage in the actual research stage of the assignment (with lacking or missing sketchbook work), thus completing final projects that were cliché and oversimplified. The final project failed to demonstrate learned skills and lacked the visual sensitivity, through observation and execution, evident in the work of their peers.</p> <p>In order to enable a greater percentage of student success, I am re-configuring my grading scale of this project in hopes that it will highlight the importance of research. The prep work done in one's sketchbook is going to count for a much higher percentage of the overall grade than the final piece itself. Also, now aware of the tendency to apply the elements and principles symbolically to their "Memory/Moment" I will take time when I introduce this assignment to show examples of work that typifies symbolic use, and work that typifies observational use.</p>

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			<p>Benchmark Met: Yes</p> <p>Reporting Year: 2011-2012</p> <p>Prefix Course Number: ART 120</p> <p>High Impact Practice (HIP) - only choose one: Capstone Project</p> <p>Related Documents: Art 120 Data Memory/Moment Memory/Moment student samples</p>	