

STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: MARK TROWBRIDGE

DATE: OCTOBER 6, 2015

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

EXECUTIVE SUMMARY

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Year of Next Planned Assessment
Skillfully differentiate, select, and apply visual arts media, techniques, and processes	2013-14	2015-16
Differentiate and interpret meaning in the visual arts from past to present by researching cultural and historical contexts, and communicating their findings in written and visual form	2013-14	<i>tbd</i>
Integrate academic knowledge with work environment	2014-15	<i>tbd</i>
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message (Inquiry Outcome)	2014-15	<i>tbd</i>
Exhibit portfolio-quality work and effectively present one's work	2013-14	2015-16

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:

The Fine Art Department's mission statement reads as follows,

"As part of an independent, Catholic, liberal arts institution, Marymount University's art programs educate students to skillfully create art, and to critically study and evaluate elements of the visual arts from past to present as individual, cultural and historical human expression."

The parallels between the departmental mission statement and the university's mission are clear. By studying the visual aspects of human expression, our department plays a unique role in the comprehensiveness of the university, in the education of the whole person, and in the intellectual and spiritual growth of the individual. The critical study and evaluation of art offers unique opportunities for personal growth, and

inspires intellectual curiosity. Analyzing art from various regions, past and present, helps foster a sense of global perspective. The art studio classroom in particular is a student-centered learning environment, and the training in those classes helps prepare our students for a career in the visual arts.

The Learning Outcomes we have listed here all derive directly from our department's mission statement. When students "Differentiate, select and skillfully apply visual arts media, techniques and processes," they are indeed preparing for a career in the visual arts. They are also working toward educating the whole person as part of the comprehensive Catholic education, working with non-verbal media to present their ideas. This outcome is addressed by a broad range of studio art courses across our curriculum.

Understanding visual communication is also emphasized by our second Learning Outcome, "Differentiate and interpret meaning in the visual arts from past to present by researching cultural and historical contexts, and communicating their findings in written or visual form." This Outcome offers many opportunities to develop an intellectual curiosity about art, and analyzing art from other periods and cultures can help develop students' global perspectives and their respect for the diversity of man. Furthermore, such study often cuts to the heart of how the mankind expresses its spirit and intellect. Students are able to engage in these questions in both studio art and art history courses.

Our third Learning Outcome, "Integrates Academic Knowledge with Work Environment," is directly related to the university's mission of providing opportunities for professional growth. Proficiency with media and professionalism in execution and presentation are emphasized in many of our courses, and forefronted in the Senior Project, Senior Portfolio, and Internship classes. We have also added a Sophomore Portfolio class that also addresses the issue of professional presentation of work; it will be offered for the first time in Spring 2015. Students are also encouraged to integrate their art historical studies into their studio work, and vice-versa by researching topics that are relevant to their interests.

Our "Inquiry" Learning Outcome, "Demonstrate research competency in historical and/or contemporary artistic media and technique and the ability to communicate a message through original artwork" relates directly to one of the Liberal Arts Core's Learning Outcomes, Information Literacy, by linking the creation of art directly to in-depth research. This goal is linked across the curriculum, from introductory studio classes where students read reviews of contemporary art shows, to art history classes where they research works of art in greater depth, to Senior project where they synthesize these different experiences in the light of their own work. This Learning Outcome also provides further grounding in the liberal arts by asking them to address how their work relates to a range of trends and traditions. By focusing on the messages that students are trying to communicate, this outcome helps guide the intellectual, ethical, and spiritual development of each student.

Our last Learning Outcome, "Effectively exhibit and present portfolio quality Fine Art work," is crucial to the career preparation of our students. It ties together all the other Outcomes as students thoughtfully consider the meaning of their own work, its place in larger trends, and its relevance for any viewing audience.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

This year we chose two new Learning Outcomes to assess: "Integrate academic knowledge with work environment," and "Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message (Inquiry Outcome)." To assess these outcomes, we gathered work samples from 6 different courses, 10 sections total, comprising a range from introductory level courses designed for freshmen and sophomores, to upper-division classes targeted at juniors and seniors:

FA105 Drawing I (4 professors; 4 sections)

FA201 Introduction to Art History I (2 sections)

FA202 Introduction to Art History II

FA345 Renaissance Art (WI)

FA365 Baroque Art (WI)

FA400 Internship

The major strength of this assessment plan is its breadth. For studio art, we have chosen a foundation studio course that students take during their first year as Art majors, and their suite of capstone courses. In FA 427 Senior Portfolio students are expected to demonstrate how they have synthesized their major and university experiences. In FA400 Internship students address the university's goal of service.

Part of the breadth of this assessment is its inclusion of studio art and art history. Like last year, we again assessed research papers from FA202 Introduction to Art History II, and added to that papers from FA201 Introduction to Art History I. From both classes we also assessed test scores this year. We also continued our assessment of the upper-division, writing intensive art history classes.

One of the challenges of this sample is how to compare achievements in lower-division classes that enroll a significant number of non-majors (around 90% are outside our majors) with the results from the upper-division classes that are nearly exclusive to art & art ed majors.

Another challenge unique to this year was the changing leadership of the department, where the sitting chair was on sabbatical Fall 2014 semester, cameback to the helm for Spring 2015, then resigned from that post with a few weeks left in the semester. That led to numerous difficulties in gathering the best samples this year's assessment, and especially in acting fully on last year's plans.

We continue to be challenged by the broad range of teaching styles in FA105, but we have taken steps toward correcting this. We demanded papers from all sections this year, and over the Summer of 2015 we created a task force to come up with a common syllabus and a shared set of skills that were to be learned in FA105, as well as in FA103 2-Dimensional Design.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvements	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Differentiate, select and skillfully apply visual arts media, techniques and processes	<ul style="list-style-type: none"> Oversight of Foundation curriculum & implementation of Learning Outcomes consistent across the syllabi Shared Learning Outcomes across FA105 classes & link assignments to outcomes 	<ul style="list-style-type: none"> In summer 2015 a task force came up with a set of skills to be taught in all FA 103 and FA 105 classes, as well as sample assignments. These were implemented in Fall 2015, as was a departmental review of all Foundation-level classes.
	<ul style="list-style-type: none"> Incorporate writing into all sections for assessment by the department and the core. 	<ul style="list-style-type: none"> Faculty were informed of the need for writing samples in all LAC studio art classes during 2014-15.
	<ul style="list-style-type: none"> Work on senior survey questionnaire to address this outcome 	<ul style="list-style-type: none"> This did not take place because of the inconsistent leadership of the department (see paragraph 1)
Differentiate and interpret meaning in the visual arts from past to present by researching cultural and historical contexts, and communicating their findings in written or visual form	<ul style="list-style-type: none"> Consistency of skill development across sections of FA105 Drawing I. 	<ul style="list-style-type: none"> Faculty were informed of the need for writing samples in all LAC studio art classes during 2014-15. In summer 2015 a task force came up with a set of skills to be taught in all FA 103 and FA 105 classes, as well as sample assignments. These were implemented in Fall 2015, as was a departmental review of all Foundation-level classes.
	<ul style="list-style-type: none"> Incorporate writing into FA105 Drawing I 	<ul style="list-style-type: none"> Writing is now incorporated into all FA105 classes, as well as in all FA103, and FA104 classes. The department now does a complete review of all syllabi prior to the beginning of the semester.

	<ul style="list-style-type: none"> Clarify with faculty the learning outcome might be reflected in studio work vs. a written paper with a bibliography. 	<ul style="list-style-type: none"> Due to the changing leadership of the department, this did not take place as phrased here. However all faculty were given ideas about how to incorporate writing into their curriculum in ways other than a classic research paper.
	<ul style="list-style-type: none"> Develop better rubrics that apply to both visual and verbal communication. 	<ul style="list-style-type: none"> Due to the changing leadership of the department, this did not take place. Different shared rubrics were developed, however, for assessing both visual work and written work.
	<ul style="list-style-type: none"> Shorter Upper-division art history writing assignments, including close readings of articles. 	<ul style="list-style-type: none"> This was implemented in 2014-15. Students were given numerous shorter papers, with plenty of opportunity for peer review. In Fall of 2015, response papers to scholarly essays were also introduced into the curriculum.
<p>Effectively exhibit and present portfolio quality Fine Art work.</p>	<ul style="list-style-type: none"> Focus on what defines “portfolio quality Fine Art work,” versus technological presentation tools 	<ul style="list-style-type: none"> Due to the changing leadership of the department, this did not take place. A review of FA427 is planned this year.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
(List each recommendation and provide a specific response to each).

Critical Area 1 – Learning Outcomes

Comments: Outcomes are well stated and measurable

Critical Area 2 – Assessing Learning Outcomes**Outcome Measures**

Comments: Could the senior portfolios be assessed by more than one faculty member (LO#3)?

(Because of the changing leadership of the Fine Arts Department, this was not addressed in 2014-15. It will be addressed in 2015-16, along with other issues in FA 427.)

Collection of student work and responses

Comments : Impressive investigation of a variety of student work!

Analysis

Comments: Crystal clear! Nice work on the analysis of the data.

Critical Area 3 – Improving the curriculum using assessment**Using assessment to make improvements**

Comments : Great recognition of opportunities within several courses to meet department learning outcomes. Great insight gained for improving writing.

Implementing improvements

Comments: Good specifics.

Addressing recommendations

Comments: Thank you for your thoughtful responses.

Note from Planning and Institutional Effectiveness:

There are some discrepancies between the information in your assessment report and Marymount's course catalog.

(This has been fixed with the 2014-15 Assessment report.)

Outcome and Past Assessment
Learning Outcome 3:

Integrate academic knowledge with work environment.

 Is this outcome being reexamined? Yes x No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Evaluation of FA 400 Internship	75% of students should meet the rating of "average" as defined by the assessment committee. This is the benchmark used in previous assessments.		See below.
Senior Survey (Indirect)	75% of students should make "satisfactory" comments. This is the benchmark used in previous assessments.	Reviews of the FA department by X graduating seniors.	See below.

Interpretation of Results
Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results):*

Student internship supervisors rated all of our students as excellent overall. For those questions in the survey that more specifically addressed this particular outcome, the supervisors rated every student good or excellent.

In the survey, students responded in a very positive manner that they had received the skills necessary for the workplace.

Rating Scale:

Above average= *excellent; work is above the expected level and meets the requirement*
Average= *satisfactory; work is sufficient to meet the requirement; adequate*
Below Average= *poor; work is insufficient to meet the requirement;*

Supervisor Evaluation of Student Work in FA400 Internship

	Excellent	Good	Below Avg.	N/A
Apply Academic Knowledge to the Workplace	4 / 80%	1 / 20%	0	
Possesses Technological Skills Appropriate to Workplace	4 / 80%	1 / 20%	0	
Makes Judgments Bases on Observation and Experience	4 / 80%	1 / 20%	0	
Overall Professionalism Rating	5 / 100%	0	0	
Overall Performance Rating	5 / 100%	0	0	

Senior Survey

	Good or Excellent	Mean
Succeed in job in your field	42.9%	3.143
Determine the most ethically appropriate response to a situation	100%	4.143
Understand the major ethical dilemmas in your field	100%	4.286
Work as part of a team	100%	4.429
Lead a team	71.4%	3.857
Apply knowledge and skills to new situations	100%	4.429

Program strengths and opportunities for improvement relative to assessment of outcome:

Our students met the benchmark in most fields, whether by direct or indirect measure. The low self-assessment in "Succeed in job in your field" may reflect the difficulty of making a living in the arts. However the National Association of Schools of Art & Design, the professional accrediting body for our discipline, designates a BFA degree as preparation for a professional art career; MU only offers a BA, about which NASAD says, "the primary objective of such training is not necessarily preparation for a career in art or design."

That said, in 2013 we did implement curricular changes that emphasized professionalism, but none of these changes affected this year's graduating class. We are planning further changes to the curriculum to enhance this aspect of the students' training, and working on establishing a departmental identity that emphasizes rigor & professionalism.

The internship supervisors seem too lenient in their rating of the students, something the Assessment Committee noted two years ago. I do not know how to intervene in this, and would like to ask the committee for advice on how other programs handle this.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

We have already implemented a new Sophomore Portfolio class, which we should be able to bring into this assessment next year.

We will be looking at FA427 this spring to see how it can better emphasize professionalism, and also better position our students for a career in art.

We are introducing sections in many studio classes that discuss how to make a career in the arts using skills learned in those classes.

We want to revise the student survey so that it asks questions that more directly address this learning outcome.

Outcome and Past Assessment

Learning Outcome 4:

Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message (Inquiry Outcome)

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<u>Outcome Measures</u> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<u>Performance Standard</u> <i>Define and explain acceptable level of student performance.</i>	<u>Data Collection</u> <i>Discuss the data collected and student population</i>	<u>Analysis</u> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Evaluation of writing in FA105 Drawing I class (Direct)	75% of students should meet the rating of "average" as defined by the assessment committee. This is the benchmark used in previous assessments.	4 sections of FA 105 taught by 4 different faculty	See below.
Evaluation of research essays in lower-division Introduction to Art History class (Direct)	75% of students should meet the rating of "average" as defined by the assessment committee. This is the benchmark used in previous assessments.	2 sections of FA201; 1 section of FA202.	See below.
Evaluation of exams in lower-division Introduction to Art History class (Direct)	50% of students should meet the rating of "average" as defined by the assessment committee.	2 sections of FA201; 1 section of FA202.	See below.
Evaluation of research essays from upper-division art history classes (Direct)	75% of students should meet the rating of "average" as defined by the assessment committee. This is the benchmark used in previous	1 section of FA345 (WI); 1 section of FA365 (WI)	See below.

	assessments.		
Evaluation of exams from upper-division art history classes (Direct)	75% of students should meet the rating of “average” as defined by the assessment committee.	1 section of FA345 (WI); 1 section of FA365 (WI)	See below.
Senior Survey (Indirect)	75% of students should make “satisfactory” comments. This is the benchmark used in previous assessments.		See below.

Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):

Students in FA105 were above 70% in every category, and met the 75% benchmark in 6 of 8 categories.

Students in FA201 and FA 202 did even better: they met the benchmark in every category.

Students in FA345 and FA 365 also met the benchmarks in every category.

Students ranked themselves about 70% in all questions related to this outcome, and met the 75% benchmark in three out of four categories.

Faculty Evaluation of Student Work in FA105 Drawing I (Foundation course)

	Above Avg.	Average	Below Avg.	N/A
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message				
• Evidence that art historical precedents were considered, and their effects on the meaning of the students work	14 / 30%	19 / 40%	14 / 30%	11
• Evidence of competency in historical or contemporary artistic technique	15 / 26%	27 / 47%	16 / 28%	
• Ability to analyze the different meanings suggested by visual forms	24 / 41%	22 / 38%	12 / 21%	
• Evidence of research competency in historical and / or contemporary artistic media & technique	11 / 28%	24 / 62%	4 / 10%	19
• Evidence of the ability to communicate a message through original artwork	21 / 36%	21 / 36%	17 / 29%	

Paper Mechanics

• Organization (structure is clear and easy to follow; verbal flow)	7 / 26%	14 / 52%	6 / 22%	31
• Development (introduces topic and states project / thesis supporting argument and pertinent information, conclusion)	9 / 33%	13 / 48%	5 / 19%	31
• Mechanics (grammar, syntax, spelling)	6 / 22%	16 / 59%	5 / 19%	31

Faculty Evaluation of Student Work in FA201 Introduction to Art History I foundation course

	Above Avg.	Average	Below Avg.	N/A
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message				
• Ability to describe the relationship between the production of art and its historical context	29 / 55%	17 / 32%	7 / 13%	3
• Ability to classify the development of style, and to discuss the relationship between style and meaning	29 / 55%	17 / 32%	7 / 13%	3
• Ability to analyze the different meanings suggested by visual forms	15 / 29%	12 / 23%	25 / 48%	1
• Evidence of research competency in historical and / or contemporary artistic media & technique	29 / 56%	19 / 36%	4 / 8%	4
• Evidence of the ability to communicate a message through original artwork				55
Paper Mechanics				
• Organization (structure is clear and easy to follow; verbal flow)	29 / 55%	17 / 32%	7 / 13%	3
• Development (introduces topic and states project / thesis, supporting argument and pertinent information, conclusion)	29 / 55%	17 / 32%	7 / 13%	3
• Mechanics (grammar, syntax, spelling)	29 / 55%	17 / 32%	7 / 13%	3

Faculty Evaluation of Student Work in FA202 Introduction to Art History II foundation course

	Above Avg.	Average	Below Avg.	N/A
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message				
• Ability to describe the relationship between the production of art and its historical context	7 / 41%	7 / 41%	3 / 18%	2

• Ability to classify the development of style, and to discuss the relationship between style and meaning	7 / 41%	7 / 41%	3 / 18%	2
• Ability to analyze the different meanings suggested by visual forms	7 / 41%	2 / 12%	8 / 47%	1
• Evidence of research competency in historical and / or contemporary artistic media & technique	9 / 56%	4 / 25%	3 / 19%	3
• Evidence of the ability to communicate a message through original artwork	0	0	0	19
Paper Mechanics				
• Organization (structure is clear and easy to follow; verbal flow)	7 / 41%	7 / 41%	3 / 18%	2
• Development (introduces topic and states project / thesis, supporting argument and pertinent information, conclusion)	7 / 41%	7 / 41%	3 / 18%	2
• Mechanics (grammar, syntax, spelling)	7 / 41%	7 / 41%	3 / 18%	2

Faculty Evaluation of Student Work in FA345 Renaissance Art (WI course)

	Above Avg.	Average	Below Avg.	N/A
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message				
• Ability to describe the relationship between the production of art and its historical context	7 / 64%	3 / 27%	1 / 9%	2
• Ability to classify the development of style, and to discuss the relationship between style and meaning	7 / 64%	3 / 27%	1 / 9%	2
• Ability to analyze the different meanings suggested by visual forms	6 / 46%	4 / 31%	3 / 23%	
• Evidence of research competency in historical and / or contemporary artistic media & technique	7 / 61%	4 / 36%	1 / 9%	1
• Evidence of the ability to communicate a message through original artwork	0	0	0	13
Paper Mechanics				
• Organization (structure is clear and easy to follow; verbal flow)	7 / 64%	3 / 27%	1 / 9%	2
• Development (introduces topic and states project / thesis, supporting argument and pertinent information, conclusion)	7 / 64%	3 / 27%	1 / 9%	2

- Mechanics (grammar, syntax, spelling) 7 / 64% 3 / 27% 1 / 9% 2

Faculty Evaluation of Student Work in FA365 Baroque Art (WI course)¹

	Above Avg.	Average	Below Avg.	N/A
Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message				
• Ability to describe the relationship between the production of art and its historical context	5 / 42%	7 / 58%	0	
• Ability to classify the development of style, and to discuss the relationship between style and meaning	5 / 42%	7 / 58%	0	
• Ability to analyze the different meanings suggested by visual forms	4 / 67%	2 / 33%	0	
• Evidence of research competency in historical and / or contemporary artistic media & technique	5 / 83%	1 / 17%	0	
• Evidence of the ability to communicate a message through original artwork	0	0	0	6
Paper Mechanics				
• Organization (structure is clear and easy to follow; verbal flow)	5 / 42%	7 / 58%	0	
• Development (introduces topic and states project / thesis supporting argument and pertinent information, conclusion)	5 / 42%	7 / 58%	0	
• Mechanics (grammar, syntax, spelling)	5 / 42%	7 / 58%	0	

Senior survey

	Good or excellent	mean
Conduct research to support a position	71.4%	4.0
Develop a coherent written argument	85.7%	4.0
Find appropriate sources of information	100%	4.286
Evaluate the quality of information	100%	4.429

Program strengths and opportunities for improvement relative to assessment of outcome:p

¹ 12 students; some criteria used two different assignments for assessment.

Students' written work remains strong in every class. It is even stronger in the art history classes than the studio classes, which is to be expected since writing is more central to that syllabus. Writing is stronger still in the upper-division writing classes, again to be expected based on that LAC designation. In those classes it was also stronger in FA 365 offered in the Spring than in FA345 offered in the Fall. This was certainly due to the fact that many of the same students were enrolled in each, and back-to-back semesters of WI courses in the same discipline had a resoundingly positive effect.

For the first time we used art history exams instead of research papers to assess "Ability to analyze the different meanings suggested by visual forms." Here the results again showed improvement from the lower division to the upper division. The test results in FA201 and 202 were lower than a standard 75% success rate. Since this was many of those students' first exposure to this discipline, we lowered our expectations for average or above average test results to 50%, and the students made that benchmark. At the upper division, where students were required to have had classes in art history, students met the 75% benchmark.

It would be helpful to the department to be able to compare the overall class performance to the performance of our majors. This is especially true for the art history classes, where we have already begun to see signs of improvement from the lower division to the upper division. If we could isolate our majors from the rest of the intro students we might assess this improvement better.

We need to improve the consistency of the writing assignments in FA105, and either clarify our assessment rubrics to the faculty or impress on them the need for those writing assignments to provide data that we can use. The number of "n/a" results was down from last year, but still troublesome.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Implement writing more thoroughly in studio classes

Review all syllabi for writing content

Share assessment rubric with studio faculty & ask them to link writing to the rubric

Separate out major/non-major in assessment data for lower-division classes used for assessment.

Revise senior survey questions.

A complete student learning assessment report includes appendix of rubrics, survey questions, or other relevant documents and information.

FA105 Drawing I faculty survey questions

FA201-202 Introduction to Art History grading rubrics

FA345 Renaissance Art & FA 365 grading rubrics

FA 400 Supervisor reports

Senior Survey results

FA105 Drawing I faculty survey questions

Ratings defined:

- *Above average (excellent; work is above the expected level & meets the requirement)*
- *Average (satisfactory; work is sufficient to meet the requirement; adequate)*
- *Below average (poor; work is insufficient to meet the requirement)*
- *N/A (work not submitted; not applicable to class or assignment)*

Demonstrate research in historical and/or contemporary art and the ability to analyze and/or communicate a message (Inquiry Outcome)

- Evidence that art historical precedents were considered, and their effects on the meaning of the students work
- Evidence of competency in historical or contemporary artistic technique
- Ability to analyze the different meanings suggested by visual forms
- Evidence of research competency in historical and/or contemporary artistic media & technique
- Evidence of the ability to communicate a message through original artwork
- Paper Organization (structure is clear and easy to follow; verbal flow)
- Paper Development (introduces topic and states project/thesis, supporting argument and pertinent information, conclusion)
- Paper Mechanics (grammar, syntax, spelling)

FA201-202 Introduction to Art History I-II essay grading rubric:**ESSAY**

	5	4	3	2	1
INFORMATION & RESEARCH <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTRODUCTION & CONCLUSION <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION, FLOW, CLARITY <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRAMMAR, SYNTAX, SPELLING <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORMAT & DOCUMENTATION

	5	4	3	2	1
CITATIONS <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKS CITED/BIBLIOGRAPHY <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILLUSTRATIONS & CAPTIONS <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSIGNMENT FORMAT <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ON TIME	yes <input type="checkbox"/>				no <input type="checkbox"/>

GRADE

COMMENTS

FA201-202 Introduction to Art History I-II bibliography grading rubric:

#	5	4	3	2	1
_____ text on your artist (>2) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ art from particular period and region (>2) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ NGA "systematic catalogue" (or other) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <u>DATABASES</u>					
_____ Art Source <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ JStor <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Grove's Dictionary of Art <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <u>FORMAT</u>					
Chicago/Turabian format <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
libraries & call numbers <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assignment format <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FA345 Renaissance Art & FA365 Baroque Art essay rubric

	5	4	3	2	1
INTRODUCTION & THESIS <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INFORMATION & RESEARCH <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION, FLOW, CLARITY <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRAMMAR, SYNTAX, SPELLING <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>FORMAT & DOCUMENTATION</u>					
FOOTNOTE CITATIONS <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKS CITED/BIBLIOGRAPHY <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILLUSTRATIONS & CAPTIONS <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COVER SHEET <u>comments</u> •	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER (text format, etc.) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FA345 Renaissance Art & FA365 Baroque Art bibliography rubricALADIN

#		5	4	3	2	1
_____	total sources (10) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	books from ALADIN (>2) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	scholarly essays (>2) <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORMAT

	5	4	3	2	1
Chicago/Turabian format <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
libraries & call numbers <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assignment format <u>comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FA 400 Supervisor report questions:

Ratings matrix

Attendance & Punctuality

Attitude

Understand and Follow Directions

Ability to Get Along with Others

Adhere to Deadlines

Take Initiative without Supervision

Oral Communication

Written Communication

Visual Presentation Skills

Ability to Accept Criticism

Ability to Grasp New Concepts

Apply Academic Knowledge to the Workplace**Possesses Technological Skills Appropriate to Workplace**

Understands Art Historical References

Demonstrates Research Competency

Makes Judgments Bases on Observation and Experience**Overall Professionalism Rating****Overall Performance Rating**

Compared to others

Student's professional strengths.

Student's professional weaknesses.

Additional training

Student Survey questions

Find a job in your field

Succeed in a job in your field.

Attain a promotion within your existing employment situation

Pursue more education in your field. Conduct research to support a position. Develop a coherent written argument.

Deliver a coherent oral presentation.

Use quantitative/qualitative techniques within your professional field. Determine the most ethically appropriate response to a situation Understand the major ethical dilemmas in your field.

Work as part of a team

Lead a team.

Manage time effectively.

Use technology effectively in a workplace environment. Apply knowledge and skills to new situations.

Solve problems in your field using your knowledge and skills.

Find appropriate sources of information.

Evaluate the quality of information (e.g. scholarly articles, newspapers).

Faculty members have a high level of expertise in their fields.

Faculty members are approachable.

Faculty members are available to address my needs outside of class.

Advisers are available at convenient times. Advisers are helpful with selecting courses.

Advisers are knowledgeable about my degree requirements.

Advisers explored my career options with me. Advisers discussed my future education options.

Classes in my major were generally available during semesters I need them. Classes in my major were offered at convenient times.

Classes in my major challenged me to apply my knowledge in new ways. Classes in my major were academically challenging.

Elective courses were generally available during semesters I need them. Elective courses were offered at convenient times.

Sufficient electives were offered to meet my needs.

Elective classes were academically challenging.

Classes in the liberal arts core were academically challenging.