**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also, be sure to explain or omit specialized or discipline-specific terms.

Department/Program: **Department of Art and Design**

Degree: **B.A. in Art History**

Assessment Coordinator: **Laura Meyer**

Participating Faculty: **Luis Gordo Pelaez, Wannasarn Noonsuk, Keith Jordan, Laura Meyer**

1. **Please list the learning outcomes you assessed this year.**

**SLO: 4.2.** Students will recognize the formal elements (such as space, color, line, and texture) and explain how they are used in both individual artworks and broader art styles.

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We assessed the Formal Analysis essay assigned to students in ARTH 11. *The Early Modern World*. A copy of this assignment, including the grading criteria, is attached at the end of this report.

Since SLO 4.2 has two distinct yet related parts, we developed a two-part rubric for evaluating students’ performance on the assignment:

**PART ONE: Recognize and describe formal elements**

4. Exemplary—The student’s formal analysis correctly identifies at least five elements of design that appear in the artwork. It describes in full detail how each element is used in the artwork.

3. Accomplished—The student’s formal analysis correctly identifies three or four elements of design that appear in the artwork. It describes in some detail how each of these elements is used in the artwork.

2. Satisfactory—The student’s formal analysis correctly identifies at least two elements of design that appear in the artwork. It gives little detail about how each is used.

1. Developing—The student’s formal analysis correctly identifies fewer than two elements of design that appear in the artwork. Details are lacking or do not correlate correctly with the elements named.

RESULTS FOR PART ONE:

Students scoring 3 or higher on this part: 14 (70 %)

Students scoring below 3 on this part: 6 (30 %)

**PART TWO: Explain how formal elements are used to create a whole and their impact on the viewer**

4. Exemplary—The student’s formal analysis accurately explains how five or more elements of design contribute to the overall composition of the artwork. It explains in full detail how the composition as a whole impacts the viewer.

3. Accomplished— The student’s formal analysis accurately explains how three or four elements of design contribute to the overall composition of the artwork. It explains in some detail how the composition as a whole impacts the viewer.

2. Satisfactory— The student’s formal analysis accurately explains how two elements of design contribute to the overall composition of the artwork. It gives little detail about how the composition as a whole impacts the viewer.

1. Developing— The student’s formal analysis accurately explains how fewer than two elements of design contribute to the overall composition of the artwork. Details about how the composition impacts the viewer are missing or inaccurate.

RESULTS FOR PART TWO:

Students scoring 3 or higher on this part: 12 (60 %)

Students scoring below 3 on this part: 8 (40 %)

STUDENT BY STUDENT ASSESSMENT RESULTS:

**Student 1 (AECP)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 2 (AAE)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 3 (AS)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 4 (AM)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 5 (AS)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 1

**Student 6 (ALM)**

Part 1: Recognize and describe formal elements - 4

Part 2: Explain their impact on the viewer - 4

**Student 7 (AS)**

Part 1: Recognize and describe formal elements - 1

Part 2: Explain their impact on the viewer – 1

**Student 8 (AC)**

Part 1: Recognize and describe formal elements - 2

Part 2: Explain their impact on the viewer - 2

**Student 9 (AT)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 10 (ALG)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 11 (AF)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 12 (AP)**

Part 1: Recognize and describe formal elements - 4

Part 2: Explain their impact on the viewer - 3

**Student 13 (BC)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 1

**Student 14 (BBG)**

Part 1: Recognize and describe formal elements - 2

Part 2: Explain their impact on the viewer - 1

**Student 15 (BS)**

Part 1: Recognize and describe formal elements - 4

Part 2: Explain their impact on the viewer - 3

**Student 16 (CG)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

**Student 17 (CA)**

Part 1: Recognize and describe formal elements - 2

Part 2: Explain their impact on the viewer - 2

**Student 18 (CD)**

Part 1: Recognize and describe formal elements - 2

Part 2: Explain their impact on the viewer - 2

**Student 19 (CM)**

Part 1: Recognize and describe formal elements - 2

Part 2: Explain their impact on the viewer - 2

**Student 20 (CSP)**

Part 1: Recognize and describe formal elements - 3

Part 2: Explain their impact on the viewer - 3

These data indicate that fourteen (14) students scored high or very high, achieving “accomplished” or “exemplary” scores in at least one of the assessed categories. Four (4) of the students were judged “satisfactory” in both categories, and two (2) students were judged either “satisfactory” and “developing”, or “developing” in both categories.

1. **What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.**

For this assessment, Art History faculty evaluated the work of 20 students (randomly selected from a total of 79 students) enrolled in the course ARTH 11- section 02 in the Fall 2018 semester. An average of 65% of the assessed students, between the two parts, were designated as proficient.

1. **What changes, if any, do you recommend based on the assessment data?**

The Art History faculty felt satisfied with the results of the assessment process for AY 2018-2019 for this entry-level art history course. 65% of the students assessed “accomplished” or better in the two categories used to evaluate their performance on the formal analysis assignment. Generally, students show better proficiency with their identification of the formal elements of design that appear in an artwork and their description in some or full detail. However, there remains room for improvement and developing higher order thinking skills when explaining how the composition as a whole impacts the viewer, or how those elements contribute to the overall composition of the artwork.

As a GE course, one of the goals of ARTH 11 is to respond in writing to aesthetic experiences, recognizing, describing, and interpreting works of art. This can be an intimidating and hard lesson for students who are, mostly, freshman and new to the art history field. Yet, these skills can be further developed with more in-class discussion and further exercises on the analysis of formal elements and their interpretation.

One strategy the Art History faculty are working to implement in ARTH 11 is introducing new in-class activities and mobile tools/technology, as part of the DISCOVERe program, for students to identify, describe and interpret formal elements in a more dynamic, interactive, engaging, and comprehensive way. ARTH 11 will transition to a DISCOVERe course in the AY 2019-20.

1. **If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.**

The BA in Art History was implemented in Fall 2018, so this is our first annual assessment report.

1. **What assessment activities will you be conducting during the next academic year?**

As stated in the assessment schedule/timeline, during AY 2019-20 the art history faculty will use an In-Class Exam as a direct measure, and an Exit Survey as an indirect measure. The in-class exams will assess some of the student learning outcomes described in the BA in Art History SOAP. For the exit survey, art history students will complete a senior exit survey during their last semester in the program and the survey will ask specific questions about how proficient students are in the program’s student learning outcomes.

1. **What progress have you made on items from your last program review action plan?**

# The BA in Art History was introduced in the AY 2018-19. Thus, this is the first program review.

# APPENDIX : Writing assignment 1 – Formal Analysis

## INSTRUCTIONS

A formal analysis is a close, careful and thorough examination of the artist’s use of formal qualities such as color, line, shape, size, texture, space, volume, and, in the case of sculpture, mass. Beyond simply a detailed description of the work of art, a formal analysis is an examination of the formal elements used in the work, a consideration of how they come together to create a certain effect, and an explanation of the viewer’s reaction to that effect. This is not a research paper and you should not consult outside sources other than the basic information in your text. This paper should be based upon your observations and informed interpretation of the formal elements.

Choose **one of the following artworks** and write a 2-page formal analysis. Consult the Powerpoint available on Blackboard for reproduction of the listed works:

* Giuliano di Piero di Simone Bugiardini, *Madonna and Child Enthroned with Saints Mary Magdalen and John the Baptist*, ca. 1523. Oil on wood, 76 1/4 x 65 1/4 in. (193.7 x 165.7 cm). Metropolitan Museum of Art, New York
* Sebastiano del Piombo, *Portrait of a Ferry Carondelet with his Secretaries*, ca. 1510-12. Oil on panel, 44 x 34 in. (112.5 x 87 cm). Museo Nacional Thyssen-Bornemisza, Madrid, Spain
* Giovanni Bellini, *Madonna and Child*, late 1480s. Oil on wood, 35 x 28 in. (88.9 x 71.1 cm), Metropolitan Museum of Art, New York

## Paper Requirements

Your paper must be typed, double-spaced, and contain a minimum of 600 words and a maximum of 700.The font should be no larger than 12-point size and have one-inch borders on all sides. Your name, date, course name and number, and the assignment title (Formal Analysis) should be written at the top of your paper. This paper should not include a title page and should begin with your thesis statement as part of the essay.

**Important:** This paper must be submitted to Turnitin and, also, a printed copy must be handed to me on the due date: **Thursday, OCTOBER 25.**

## Expectations for Grading

* Does your paper have a thesis statement?
* Did you include basic identifying information (i.e. artist, title, date, medium)?
* Did you name and analyze the formal elements (size, color, line, space, texture, etc.)?
* Did you describe how the formal elements come together to form a whole?
* Did you discuss the effects these elements have on the viewer?
* Is the writing clear, concise and persuasive?

When preparing your paper consult this website of The J. Paul Getty Museum in Los Angeles with a useful description of formal qualities: <http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html>

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## Grading Rubric

For the writing assignment # 1 (Formal Analysis Paper), the following **grading rubric** will be employed:

**A:** The paper identifies the chosen work and describes it in detail (authors, titles, medium, date, dimensions, collection); it begins with a strong thesis statement. It analyzes and explains fully the formal elements used in the artwork (size, color, line, etc.). Within limitations of space, the paper describes as completely as possible how the formal elements come together to form a whole and discusses the effects these elements have on the viewer. The paper follows a logical order, and the writing is clear, concise, and persuasive. The paper follows all requirements regarding formatting and length. It is not a research paper but rather an analysis of form based upon what the student sees and her/his informed interpretation of formal elements.

**B:** The paper identifies the chosen work and describes it adequately; it begins with a thesis statement. It analyzes and explains most of the formal elements used in the artwork. Within limitations of space, the paper describes adequately how the formal elements come together to form a whole and discusses the effects these elements have on the viewer. The paper follows mostly a logical order, and the writing is mostly clear, concise, and persuasive. The paper follows all requirements regarding formatting and length, with minor errors. It is not a research paper but rather an analysis of form based upon what the student sees and her/his informed interpretation of formal elements.

**C:** The paper describes the chosen work but lacks detail; it begins with a weak thesis statement. It analyzes and explains some of the formal elements used in the artwork. Within limitations of space, the paper attempts to describe somewhat how the formal elements come together to form a whole. The paper has problems following a logical order, and the writing is somewhat clear, concise, and persuasive, but has several minor or a few major errors. The paper follows somewhat the requirements regarding formatting and length. It is not a research paper but rather an analysis of form based upon what the student sees and her/his informed interpretation of formal elements.

**D:** The paper does not adequately describe and identify the chosen work; it lacks a thesis statement. It attempts to analyze and explain some of the formal elements used in the artwork, but it is missing some important elements. Within limitations of space, the paper attempts to describe how the formal elements come together to form a whole, but it is incomplete. The paper has many problems following a logical order, and the writing is confusing at times, not concise, and has several major errors. The paper follows somewhat the requirements regarding formatting and length.

**F:** The paper does not identify and describe the chosen work; it lacks a thesis statement. It does not attempt to analyze and explain the formal elements used in the artwork. The paper does not follow a logical order, the writing is confusing and has several major errors. The paper does not follow the requirements regarding formatting and length. The paper has been plagiarized.