Assessment Summary for Fine Arts

2014-2015

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| **General Education Goal Assessed** |
| Fine Arts (F): Fine arts courses examine the interaction of elements within art forms, the ways in which these interactions produce artistic expression, and the conventions of the particular artistic disciplines. In these courses, students expand their expressive abilities and/or sharpen their skills at formal analysis (such as how to experience a work of art). |
| **Course Enrollments: Fine Arts** |
| Data gathered from the Registrar’s office in Spring 2015 identified that for the past 10 years, 6, 173 students have enrolled in instrumental music courses. The second largest enrollments in courses with the designation of F were in the Art Department, with 2,801 students.  **Fine Arts**  Over the past 3 years, a similar pattern of enrollments is seen in F designated courses.  The 6 top enrolled courses in these departments for the past 10 years are  And for the past 3 years,  The MU-Instrumental Courses (which includes instrumental lessons as well as choral courses such as Concert Choir and Choral Union) represent a wide array of courses. For the past three years, the top enrolled instrumental music courses are |
| **Focus of the Assessment** |
| This assessment was designed to evaluate student gains knowledge in key content areas of a Survey of Western Art course. Specifically, students were asked to demonstrate their knowledge on a pre-post measure that included items connected to the content areas of: Art, Art Vocabulary, Style, and People and Artists. This links to the Fine Arts designation of our Breadth in Knowledge Component of our general education curriculum by purposefully focusing on the development of the vocabulary used in the fields of Art and Art history, understanding he characteristics and elements of particular artistic style and periods, and understanding key contributors to Art throughout history.  Juniata’s 2012 Middle States self-study identified that there is a smaller selection of F designated courses available to our students. Figure 3 below illustrates the total number of FISHN courses taken and the average number of courses taken in each FISHN category for the graduating classes of 2001, 2006, and 2011. Please note that courses with multiple designations appear in more than one category.  Figure 3: FISHN courses taken by students, 2001, 2006, 2011   | 2001 | | | 2006 | | | 2011 | | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Type | Courses | Per Student | Type | Courses | Per Student | Type | Courses | Per Student | | F | 1,203 | 4.00 | F | 1,534 | 4.54 | F | 1,516 | 4.77 | | I | 1,451 | 4.82 | I | 2,274 | 6.73 | I | 2,147 | 6.75 | | S | 3,730 | 12.39 | S | 4,606 | 13.63 | S | 4,649 | 14.62 | | H | 2,235 | 7.43 | H | 3,357 | 9.93 | H | 3,265 | 10.27 | | N | 3,230 | 10.73 | N | 4,336 | 12.83 | N | 3,875 | 12.19 | | **Totals** | **11,849** | **\*7.87** |  | **16,107** | **\*9.53** |  | **15,452** | **\*9.72** |   \* denotes an average.  According to this data reported in the 2012 Middle States report, approximately 60% of Juniata student satisfy at least one of the Fine Arts distribution requirements with AR 110- Survey of Western Art. On average, there are 7-8 sections of AR 110 - Survey of Western Art each academic year. Average enrollment for these courses is capped at 30 students per section. Consequently, 14-16% of the student body at Juniata take AR 110 - Survey of Western Art each year. The majority of students in these courses receive an introductory level Fine Arts credit toward the Breadth in Knowledge component of our general education curriculum. As a higher enrollment course that is included in 60% of Juniata students’ general education experience, it is an important area of focus for our Breadth in Knowledge component of our general education assessment. |
| **Course Overview and Objectives:** AR 110 - Survey of Western Art |
| AR 110 is an *introductory survey* of western art from the prehistoric era to contemporary times. Rather than being an inclusive survey of the entire period (which would be virtually impossible in one semester!), the course will focus on a selection of topics representative of major developments. We will discuss art and architecture in terms of historical context (while thinking about contemporary social, religious, political and economic events) as well as in terms of formal elements (line, shape, color, texture, space, composition). We will also attempt to discover who made them and for what purposes, while at the same time thinking about the ways in which works of art made so long ago can still carry meaning in our own time. The course will rely heavily on discussion rather than lecture so that you, through close examination and discussion of the objects, can discover the ways by which art reveals meaning.  The objectives of the course are as follows:   1. to learn to think *critically* and *analytically* about images *and* historical information 2. to *synthesize* that information 3. to acquire and effective use a *common vocabulary* of formal elements and styles of art 4. to *understand* and *appreciate* western art 5. to learn to clearly *articulate* your ideas in speaking and in writing |
| **How did you collect your data (method and tools)?** |
| As part of their departmental assessment, three faculty members in the Art History department generated an outline of the topics covered in the AR 110, Survey of Western Art course. Each faculty member then generated questions to reflect key course content in the content areas represented in the outline. The questions were designed to reflect foundational concepts of the study of art (2 questions), key vocabulary in the study of artistic style (2 questions), key vocabulary in the field of Art History (5 questions), the identification of artists or historical figures or groups influential in the History of Art (5 questions), and important characteristics of particular styles/periods of art (6 questions). Some of the questions were identified as requiring specific vocabulary in order to answer the content questions related generally to Art or Style. Consequently, these categories were labeled Art & Art Vocabulary and Style and Vocabulary questions. The pre-post exams were comprised of a total of 20 multiple choice questions.  Data were collected in three sections of AR 110, Survey of Western Art during the Fall 2014 semester. A total of 67 students completed the pre-test and 70 completed the post-test. |
| Type of Data (qualitative, quantitative, both & indicate if direct or indirect methods) |
| **Direct Measures**: The pre-post exams were analyzed for the number of incorrect responses across sections for each question item and for category of item (e.g., Style, Vocabulary, etc.). It was expected that overall student performance on the Survey of Western Art measure would be at 70% accuracy or above.  **Indirect Measures:** No indirect measures were gathered with this assessment. |
| Outline the results of the assessment: |
| Students demonstrated gains in knowledge across items of the Survey of Western Art Assessment across all three sections of the course.  Figure 1: Number of Incorrect Responses Pre-Post on the Survey of Western Art Assessment  Specifically, the average score on the 20-item test at the start of the course was 41%. The average post-test score was 73%.  Figure 2: Percent of Items Correct by Content Area Pre-Post on the Survey of Western Art Assessment  Percent gain in knowledge, as demonstrated on the pre-post Survey of Western Art Assessment   |  |  | | --- | --- | |  | % Gain from Pre-Post | | Art & Art Vocabulary | 25% | | Style & Vocabulary | 34% | | Vocabulary | 48% | | Style | 31% | | People/Artist | 22% | |
| Analysis: How do you interpret the results? What does it mean? |
| Student performance on the pre to post-test measure demonstrates gains in student knowledge across all content areas, including the study of art, vocabulary, characteristics of style, and key people in the study of Art and Art History. Student performance on the post-test measure were, on average, 32% higher than the pre-test levels (e.g., average correct 41% pre-test to 73% post-test). The largest gains in student knowledge were demonstrated in the area of Vocabulary (e.g., 41% pre-test to 89% post-test) followed by Style and Vocabulary questions (e.g., 36% pre-test to 70% post-test). Student responses on the measure for items related to Style and People/Artists had a gain of 31% and 21% respectively, but overall student performance on these items fell below the expected level of 70% accuracy. Specifically, student averages on the Style questions was 64% and 65% for the People/Artist questions. In the area of Art and Vocabulary, approximately half of the students responded correctly to these items at the pre-test. Specifically, item 1, related to prehistoric cave paintings, was correctly answered by 85% of students at the pre-test. |
| Based on the analysis of the data and synthesis of information, what are next steps? Be sure to include an explicit timeline for next steps. |
| Overall, the department was pleased to see the consistency in performance across course sections. They have interest, however, in reviewing the items on the measure and revise items that they thought may have not been optimally worded. They want to be sure that the items are clear and straightforward so that they are sure to demonstrate student knowledge of Art and Art History. In addition, for Item One on the measure: What are the most common figures/objects found in prehistoric cave paintings, 85% of students answered this question correctly on the pre-assessment. Consequently, this item may reflect common knowledge and may need to be altered to better identify gains in knowledge directly linked to the AR-110 course.  Overall, as an initial point of assessment, there was satisfaction with the outcomes. Particularly that there were gains across content areas; Art and Art Vocabulary, Style and Vocabulary, Vocabulary, Style, and People/Artists. It was thought that revisions to some items may result in more equal gains in knowledge across these content areas.  The department plans to complete this pre-post assessment again in the Fall 2015 or Spring 2016 semester in order to gather more data to establish a more thorough picture of student knowledge of the key content areas of the course pre- to post- course. Through this assessment process, those teaching the course have discovered the need to review the catalogue description and ensure it matches with the current focus of the course. Additionally, they determined that it would be useful to review this description and ensure there is a strong connection between this descriptions and the course objectives outlined on all of the AR-100 syllabi.  For broader F assessment, it would be beneficial to identify similar pre-post gains in another key area of Fine Arts offerings, specifically those identified as MU-Instrumental Music in our Datatel system. Based on the current data from the Registrar’s office, the highest enrolled course in this area is Choral Music. The assistant provost will reach out to the members of the Music department to outline the best approach for this assessment. |

Comments:

Questions and Category

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| **Question 1** ART – What are the most common figures/objects in prehistoric cave paintings? |
| **Question 2** VOCAB/STYLE – The 19th Century Salon was known for which of the following |
| **Question 3** VOCAB – A spotlighting effect for dramatic purpose is called |
| **Question 4** STYLE – Who radically changed Egyptian life by converting to a monotheistic system of religion? |
| **Question 5** VOCAB - \_\_\_\_ was a platform for a temple shrine in the Ancient Near East. |
| **Question 6** PEOPLE - Which of the following is not associated with Renaissance art? |
| **Question 7** STYLE – Which Roman leader legalized the practice of Christianity in the Empire? |
| **Question 8** STYLE – Which of the following was the major Byzantine contribution to architecture? |
| **Question 9** PEOPLE – Which artist led the way out of the dark ages, ushering in a whole new era of painting? |
| **Question 10** VOCAB – Which of the following are characteristic features of high Gothic architecture? |
| **Question 11** VOCAB – This was a system for creating illusion of distance based on geometry |
| **Question 12** STYLE – The Greeks developed \_\_\_\_, also called weight shift, which provided a more natural stance for their sculpted figures. |
| **Question 13** VOCAB – A \_\_\_ is an almond shaped full body halo representing the union of Heaven and earth. |
| **Question 14** STYLE/VOCAB – After this man’s relief sculpture was not chosen in a contest, he went on to become the most important architect of the Italian Renaissance |
| **Question 15** ARTIST – Which of the following does not refer to Neoplasticism |
| **Question 16** STYLE – The following terms apply to Ghiberti’s *Sacrifice of Isaac* |
| **Question 17** PEOPLE – Dada was a movement in art that was |
| **Question 18** PEOPLE/ARTIST – Which of the following is not associated with Abstract Expressionism |
| **Question 19** ART/VOCAB – Which of the following persons lead the Carolingian Renaissance and encouraged the prolific production of illuminated manuscripts? |
| **Question 20** STYLE – Realism as a 19th Century style in art is best characterized by |