



SACRAMENTO  
STATE

## Departmental Assessment Plan

Department of  
Art

*posted:* Fall 2006



# Academic Affairs

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

## Art Department Assessment Plan

May 30, 2000

(Updated 6/2002)

### Caveat:

The art department is pursuing a number of avenues that may broaden our degree's description. As this is written we issue a BA in Studio Art, and an MA in Studio Art.

The plan outlined below deals only with those degrees. The single subject waiver program in art has a separate assessment process that is used both for entering and exiting that program.

### Proposed Undergraduate Assessment Plan:

#### Scope:

- 1 This assessment plan is aimed at students in studio art. Art education and art history ( as separate disciplines) are not addressed in this plan.
2. Recognizing that our program is dominated by transfer students, the preponderance of this plan deals with upper division curriculum. A separate discussion of foundation assessment follows.

#### Values:

1. The art department expects majors who have completed course work required for a BA to have the following characteristics:
  - a. Regardless of manual dexterity and ability to excel in one medium or another, students are expected to be articulate when discussing artwork, using terms appropriate to the formal and conceptual traits of works of art.
  - b. Students should acquire significant skill in at least one discipline among those taught in the department.
    - (1) Significant skill should be acquired on both technical and verbal levels:

that is, the ability to confidently demonstrate and explain nuances of a given medium to students just entering lower division instruction in that medium.

- (2) Disciplines under consideration include: Drawing, Painting, Printmaking, Ceramics, Metalwork, Sculpture, Photography, and Digital Media.

### **Process:**

The assumption underlying this plan is the creation of constructive feedback to the curriculum committee and to the studio faculty as a whole. Faculty assigned to Art 192, BA Seminar, or to any other class that is designated as an assessment point, are to report their observations to the curriculum committee. Reporting may be done in writing or in discussions that are noted in minutes. Outside jurors, artists hired to review student work and abilities, are to make their reports in writing.

The information consolidated through these means is to be considered in developing future curriculum structure and in the recruitment of studio faculty.

### **Step One (Completed)**

The Art Department has established Art 192 BA Seminar as a capstone class. This class involves:

1. Preparation of student portfolios
2. Written and oral presentations on the part of students with regard to their work
3. Independent judging of student portfolios by outside artists.

a.) Judges are to include in their evaluations the following criteria:

1. Craftsmanship
2. Inventiveness
3. Verbal skills in discussing work
4. Ability to discuss related art historical material

b) The judges and/or the faculty responsible for the class are to record their observations and to the art department curriculum committee, and to the department chair.

### **Step Two (Completed)**

The department Chair is responsible for creating a forum in which students can discuss their experiences in the major and future goals.

From these meetings the Chair is responsible for gathering information about student goals, strengths, weaknesses, and experiences.

The Chair is responsible for reporting to the curriculum committee and to other committees as warranted.

### **Future Application:**

Recommendations for curricular action are to be made on the basis of all information compiled above.

### **Foundation Assessment:**

This portion of the assessment plan is directed toward the evaluation of lower division courses and their contribution to the preparation for advanced study of students majoring in studio art and related subjects. Related subjects include Graphic Design, Interior Design, and the major in Photography that is shared by the Departments of Art and Design. At this point, a large portion of the department's FTES are raised by students from these and from other unrelated majors. Courses serving General Education are found throughout the curriculum.

CSU, Sacramento is a liberal arts University serving a diverse population. Under the current structure, many of the lower division are dominated by non-majors including students seeking General Education credits. It is within the scope of this plan to evaluate the impact of this arrangement.

### **Scope:**

This assessment deals with student experiences in introductory courses. Introductory courses serve: majors, related majors and non-majors. Issues discussed are to include preparation for advanced course work, contribution to general education, and contributions to the University mission.

### **Purpose:**

The purpose of this assessment is the improvement of service to majors, related majors, and non-major preparation.

### **Goals:**

Majors and related majors are to gain an understanding of introductory level issues pertaining to visual art. Issues to be covered include:

1. A broad spectrum of the history of art including its role in western and non-western society. Students should gain a working knowledge of vocabulary used to describe movements and periods. An ability to discuss art works and to place them in a chronology is expected.
2. Drawing is considered a universal element in working toward a career in the arts. Students are expected to: be able to discern and/or discuss: value, proportion, mass, texture, perspective, and organization of form within traditional rectangular formats.
3. Organizational elements of two and three dimensional art work are be confidently and accurately discussed by students entering upper division course work.
4. Personal strengths and weaknesses should not interfere with an ability to communicate verbally (or in writing) about works of art.
5. From foundation level course in art history students should be able to place major monuments of art within cultures and within periods.
6. In establishing skills necessary to move forward in the major, students are expected to focus on good working habits and self discipline. Risk taking, and invention of idiosyncratic approaches to art making is not expected of introductory level students.
7. Critical thinking: Students are expected to participate in and respect the process of critiquing works of art.

## **Observations to Date:**

**May 30, 2000**

*(Updated June 2002 by Catherine Turrill, Department Chair)*

**From: John Driesbach  
Chair, Art Department**

### **Regarding undergraduate programs:**

Art 192, BA Seminar is now offered twice each academic year. Taught by different members of the studio art faculty, it consolidates the experiences of the art major at CSUS, with particular emphasis on studio art. Assignments and experiences may vary from semester to semester. Students enrolled in Art 192 will engage in discussions of their work and those of their peers, engage in discussions of current and historical issues in art, and attend lectures by visiting artists. Typical activities and assignments may include: preparation, review, and assessment of art portfolios compiled by the students (assessment done by members of the Art Department faculty and/or outside jurors); peer critiques of works of art produced by the students; reading assignments in art criticism and aesthetics; discipline-specific written assignments (artists' statements, artistic analysis, critical reviews); preparation of a show of student work; instruction in the documentation of student work; and instruction in the writing of resumes and graduate school applications.

### **Art 120, Advanced Drawing:**

All students majoring in studio art are required to take Art 120. Taught by different members of the studio faculty, it combines skill development in various drawing media with other activities that can vary with the instructor. These activities may include attendance at lectures by visiting artists, in-class discussions of issues in modern and contemporary art, written responses to lectures and/or reading assignments on issues in modern and contemporary art, and short research papers.

### **Student Art Shows as Assessment Vehicles:**

All CSUS art majors have the opportunity to compete in annual scholarship award competitions; all graduating seniors are encouraged to participate in an art show at the end of the academic year. The two undergraduate scholarship award competitions are judged by outside jurors, giving students the opportunity to have their creative work assessed by artists other than their instructors at CSUS. The resulting show, installed in one of the Art Department's galleries, brings together a range of artistic media and serves as a point of critical discussions by students enrolled in art and art history classes at CSUS. The format of the senior show varies from year to year. It has been juried by members of the faculty as well as by a committee of the students themselves. The

students also take responsibility for installing the show, designing the postcard or poster used to advertise the show, and composing any statements that are displayed in the gallery. It often is accompanied by more informal shows of work by students enrolled in studio art classes during the Spring semester. In 2002, for example, shows were installed in the Art Sculpture lab, the second floor classrooms of Kadema Hall, and the University Library. Two graduating seniors also collaborated on an installation in one of the ground floor rooms of Kadema Hall.

### **Writing in the major:**

All art majors must take four art history classes, each of which requires three or more written exercises. Depending on the course level and subject, these might include in-class essay exams, response journals, critical reviews of current art shows, museum papers, and research papers. all lower division art classes in Area C of the General Education program have writing requirements; all art education classes and many studio art classes also require some writing that is discipline-specific (journals, critical reviews, artists' statements, book reports, research papers, etc.

Assessment Grid:  
 Art Department  
 California State University, Sacramento

This grid is established as a method of recording the relative emphasis placed on a variety of skills and outcomes that are touched upon throughout the department. Supervisory courses and experimental courses are not placed in this grid because their content is defined on an individual basis. “XXXX” indicates that a goal is extremely important. “X” implies some importance. Blank cells imply no importance is placed on a particular goal.

Students gain an ability to discuss works of art in public forum/ participation	Students acquire physical skills/ dexterity within a discipline	Critiques are used and one’s response to critiques is important	A historical context and chronology of art are established.	Emphasis on acquiring analytic skills and conceptual framework for future
Art 1A X			XXXX	
Art 1B X			XXXX	
Art 5 X			XXXX	
Art 7 XXXX			XX	
Art 20A X	XXX	XX		X
Art 20B XX	XXXX	XXX		X
Art 40A X	XXXX	XXX	X	XXX
Art 40B X	XXXX	XXX	X	XXX
Art 40C X	XXXX	XXX	X	XXX
Art 40D X	XXXX	XXX	X	XXX
Art 40E X	XXXX	XXX	X	XXX



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Art 40H X	XXXX	XXX	X	XXX
Art 50 X	XXXX	XXX	X	X
Art 53 X	XXXX	XXX	X	X
Art 60 X	XXX	XXXX	XX	XXXX
Art 70 XXXX	XXX	XXXX	XX	XXXX
Art 74	XXX	X	X	X
Art 75	XXX	X	X	X
Art 80 X	XXXX	X	XXXX	XXXX
Art 84 X	XXXX	XX	X	X
Art 85 X	XXXX	XX	X	XX
Art 86 X	XXXX	XX	X	XX
Art 87 X	XXXX	XX	X	XX
Art 88 X	XXXX	XX	X	XX
Art 100 X			XXXX	XXX
Art 101 XX			XXXX	XXXX
Art 103 XX			XXXX	XXXX
Art 105 XX			XXXX	XXXX

Students gain an ability to discuss works of art in public forum/ participation	Students acquire physical skills/ dexterity within a discipline	Critiques are used and one's response to critiques is important	A historical context and chronology of art are established.	Emphasis on acquiring analytic skills and conceptual framework for future
Art 106 XXX			XXXX	XXXX
Art 107 XXX			XXXX	XXXX
Art 108 XXX			XXXX	XXXX
Art 109 XXXX			XXXX	XXXX
Art 110 XXXX			XXXX	XXXX
Art 111 XXX			XXXX	XXXX
Art 113A-D X			X	X
Art 117 X			XXXX	XXXX
Art 118 XXX			XXXX	XXXX
Art 120 X	XXXX	XXXX	XX	XXX
Art 121 XX	XXXX	XXXX	XX	XXX
Art 123 X	XXXX	XX		X
Art 124 X	XXXX	X		X
Art 125 X	XXXX	XX		XX
Art 126 X	XXXX	XX		XX
Art 127 X	X	XXX	X	XXX
Art 128 X				XX

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Art 130 XXX			XXX	XXX
Art 132 XXX	X		XXX	XXX
Art 133 XXX	X		XXX	XXX
Art 137 XXX	X		XXX	XXX
Art 141 X	XXXX	XX		
Art 145 X	XXXX	XX	X	XXX
Art 150	XXXX	XX	XX	XX
Art 153	XXXX	XX	XX	XX
Art 160	XXX	XXX	XXX	XXXX
Art 161	XXXX	XXX	XXX	XXXX
Art 162	XXXX	XXX	XXX	XXXX
Art 174	XXXX	XXX		X
Art 180	XXXX	XXX		X
Art 184	XXXX	XXX		X
Art 187	XXXX	XXX		X
Art 186	XXXX	XXX		X
Art 188	XXXX	XXX		X
Art 192		XX	X	X

Students gain an ability to discuss works of art in public forum/ participation	Students acquire physical skills/ dexterity within a discipline	Critiques are used and one's response to critiques is important	A historical context and chronology of art are established.	Emphasis on acquiring analytic skills and conceptual framework for future
XXXX				
Art 195 X				X
Art 197	XXXX	X	X	XX
Art 198	XXXX	X	X	XX
Art 205 XXXX			XXXX	XXXX
Art 206 XXXX			XX	XX
Art 220 XXX	XXX	XXX		XXXX
Art 222 XXXX	XX	XXXX		XXXX
Art 234 XXXX			XXXX	XXXX
Art 305 XXXX		XXXX		XXXX

