

# **Assessment Findings and Curricular Improvements**

## **Department of Art**

### **Undergraduate Programs**

#### **Assessment Measures**

The department utilizes data generated by assessing student outcomes as feedback that is used to expand course selection, generate new courses, and plan for future improvement in the Art Studio and Art History programs. Data sources for this report included course enrollment and grade data, comprehensive exam data, and seniors' reports on the National Survey of Student Engagement (NSSE). Meetings with advisors and feedback gathered during the Junior Seminars, Senior Seminars, and exit interviews with graduates are also included in this analysis.

#### **Senior Seminar Discussion**

The Department of Art analyzed course grades, evaluation and enrollment data in ART 451 Senior Coordinating Seminar. This senior seminar split into two separate sections in Fall 2006, one for Art Studio majors and the other for Art History majors.

##### ***1) ART 451 Section 1 Art Studio (Appendix A)***

The enrollment varied from five to nine students over a five year period (Fall 2003 to Fall 2007). The mean course grades for each semester ranged from 3.26 to 4.0. The vast number of students who enrolled in the senior seminar displays good to exceptional performance. The grades varied from A to C.

Course evaluation was available for Fall 2003, 2006 and 2007. The instructor rating ranged from 8.57 to 10 and the course rating ranged from 8.71 to 9.50.

##### ***2) ART 451 Section 2 Art History (Appendix B)***

The summary data was available only in Fall 2006 when seven students were enrolled. The average course grade was 3.20, with all students obtaining an A or B. The instructor rating was 9.83 and the course rating was 8.50.

#### **Comprehensive Exams/Senior Project Discussion (Appendix C)**

The senior project constitutes the comprehensive exam for the Art Studio majors while the Art History majors have a written comprehensive exam.

The senior project for Art Studio students is a year-long process summing each studio art major's academic experience in mastering the technical skills to produce art in his/her chosen medium. The art history comprehensive is a two-day, three-part written examination of each

student's comprehension of their undergraduate course of study in the major. The three parts of the examination consist of multiple essay questions that focus on the major periods and methodologies employed in the history of art. (These are as follows: Pre-historical art objects and artifacts, and the art and architecture of Classical Antiquity and the Middle Ages; Renaissance and Baroque art and architecture; and Modern and Contemporary art and critical theory). The Art History comprehensive examinations are graded by a committee of two or more professors of art history; grading is based on each student's ability to answer three specific essay questions from the three areas of art historical study indicated above in a clear, detailed and accurate manner.

The grades for both the studio senior project and the art history comprehensive exam are classified into "high pass", "pass", and "fail." "High pass" for both the studio art project and the art history written examination is determined by the average score of 3.20 or above.

The department analyzed the results of the senior projects and comprehensive exams throughout a five-year period (Fall 2003-2007). During this period the number of students taking the projects or exams varied from 4 to 16 per year. All but one student passed, for a passing rate of 98% (47 out of 48). Among those who passed, 15% (7 out of 47) achieved a "high pass" and 9% (4 out of 47) passed with honors.

### **National Survey of Student Engagement Mean Comparisons (Appendix D)**

The department utilized the National Survey of Student Engagement (NSSE) to assess the general education of majors in art studio and art history. The perceptions of the CUA Art seniors were compared to those of CUA seniors overall and to seniors in Carnegie Peer institutions as well as the entire group of NSSE participants.

All of the findings indicate that Art seniors have equivalent perceptions toward most of their academic experience as those comparison groups, which reflected the department's effort in general education. However, CUA art seniors perceived their skills or experiences as significantly lower than their peers in the areas of quantitative skills and diversity perspectives. While Arts and Sciences students have a math course requirement, art students frequently do not select additional quantitative courses.

The department continues to consider ways to address diversity within class structures. A fair amount of diversity is included in a number of the art history courses and the department does discuss ways to increase this diversity; an example would be ART 366, The Legacy of Lincoln, to be offered in Spring 2009. Within the senior seminar in art studio, artists of different backgrounds and cultures are considered as the contemporary art world is an arena for the presentation of cultural diversity.

### **Curricular Improvements**

Two years ago after reviewing outcomes from the Senior Project and extensive faculty discussion, the art department introduced a Junior Seminar (ART 353) to facilitate a higher

quality of work for the Senior Project in Fall 2006. Different from the Senior Seminar in terms of the format, the Junior Seminar consists of a series of graded projects which culminate in an exhibition of their work selected by the instructor in the Spring Semester of the Junior year. The concept behind this is to introduce contemporary art issues to the students through the assigned readings and projects and to prompt the students to develop concepts for the Senior Project in their junior year.

Introductory courses, ART 101 and 102, traditionally enjoy great popularity in terms of enrollment. While instructors for these courses have followed the catalog course descriptions, the department is considering a more detailed set of expectations to maintain a consistency within these courses. This consideration is the result of a recent loss of adjunct faculty and the resultant re-arrangement of courses taught among the remaining faculty.

Art 201 and 202 are courses that emphasize traditional drawing skills in a studio setting. The department sees no need for alterations within these two courses. However, the department is considering the institution of a policy that requires a studio art major to have a B average in the foundation courses of Art 101, 102, 201, 201, 211 and 212.

Art 332 was moved to the fall semester to provide needed information for studio majors engaged in the senior project.

The senior seminar split into two separate sections in the fall of 2006, one for art studio majors and the other for art history majors. The idea was to better prepare studio majors for their senior project and to prepare art history majors for their comprehensive exams. This separation also allowed art history majors to develop better research and writing skills.

As the art department has only one full time faculty member, the consistent challenge is to find capable adjunct faculty to teach the necessary courses for the art history curriculum. Courses from the course announcements are rotated throughout the semesters of a students' matriculation to ensure a comprehensive curriculum.

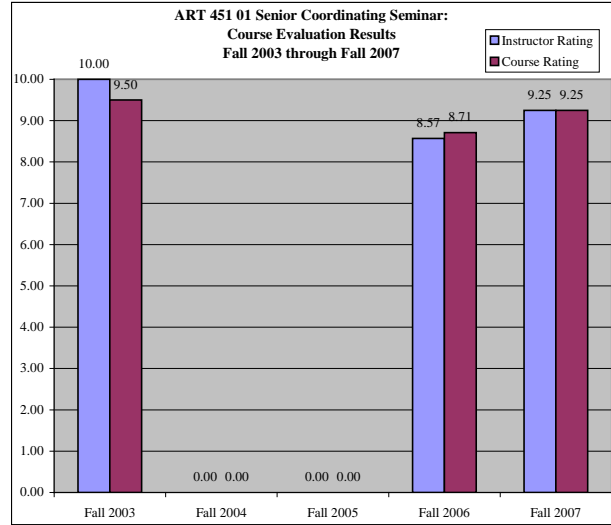
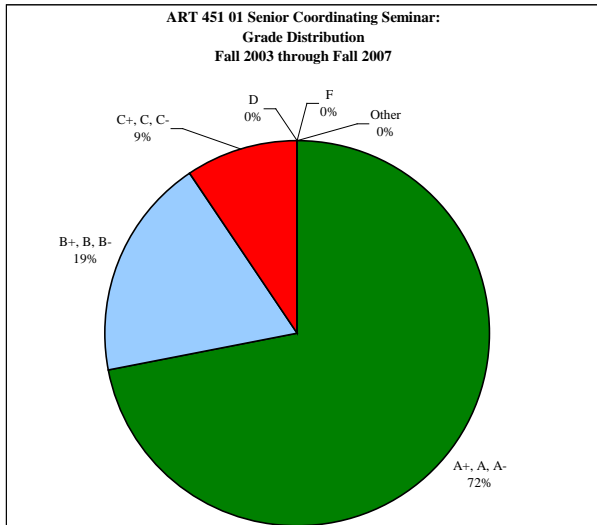
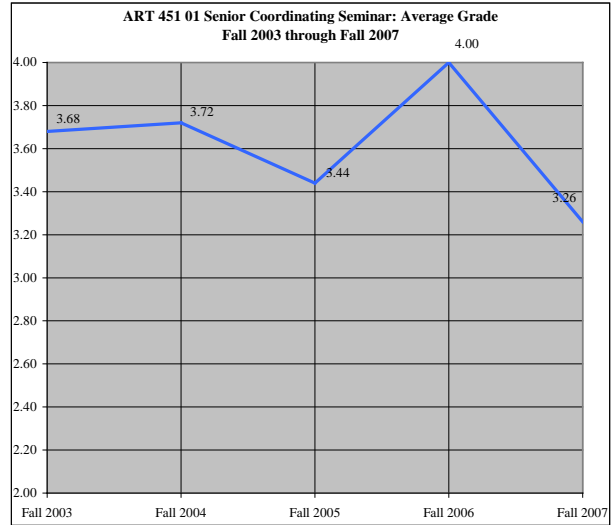
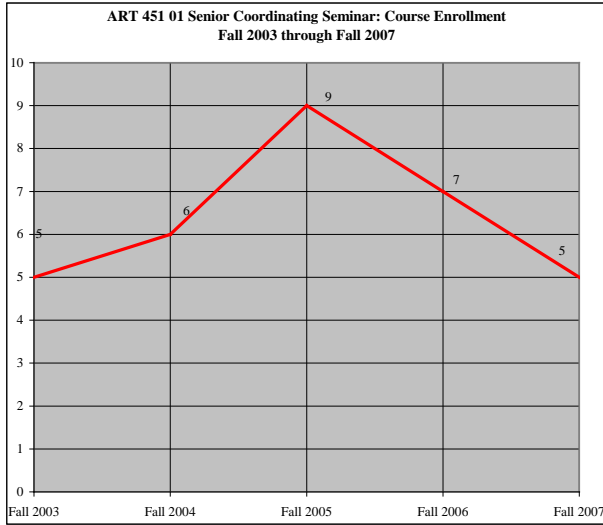
# Appendix A

THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

## SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF ART ART 451 01 Senior Coordinating Seminar

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	5	3.68	0.41	4	1					4	80.00%	10.00	0.00	9.50	0.58
Fall 2004	6	3.72	0.69	5		1					0.00%				
Fall 2005	9	3.44	0.50	4	5						0.00%				
Fall 2006	7	4.00	0.00	7						7	100.00%	8.57	0.98	8.71	1.38
Fall 2007	5	3.26	0.88	3		2				4	80.00%	9.25	0.50	9.25	0.50

\*\*The "Other" category includes grades of I, W, AU, and P.



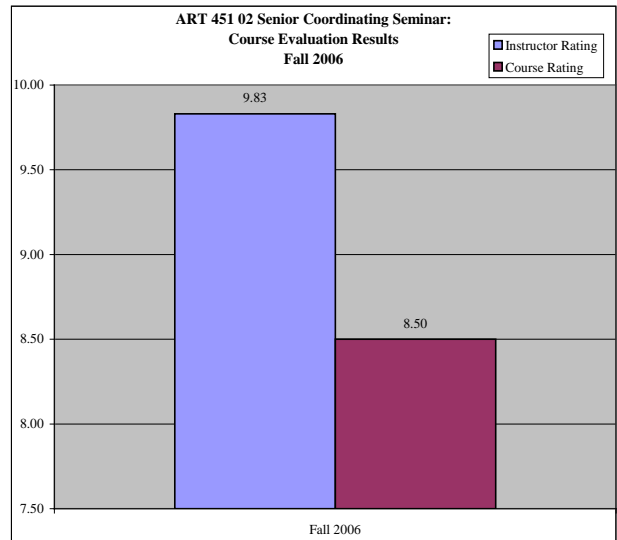
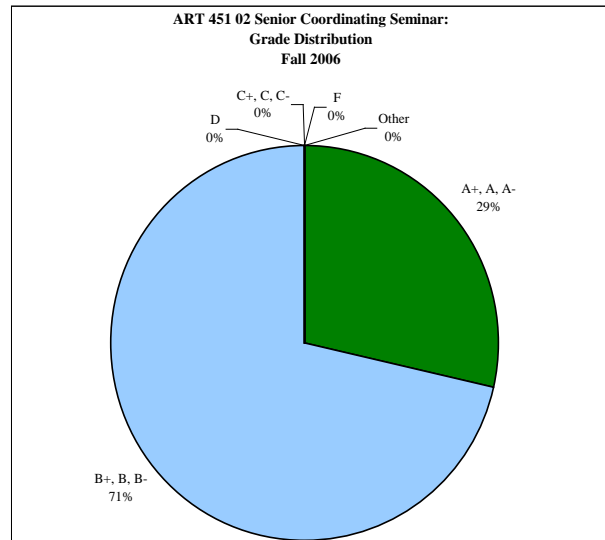
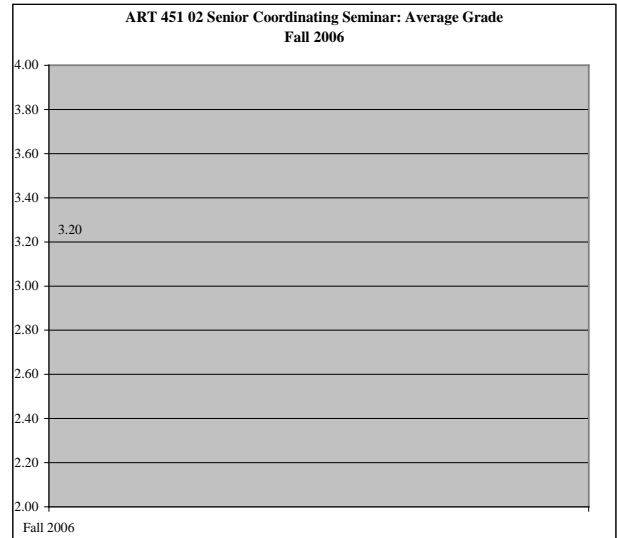
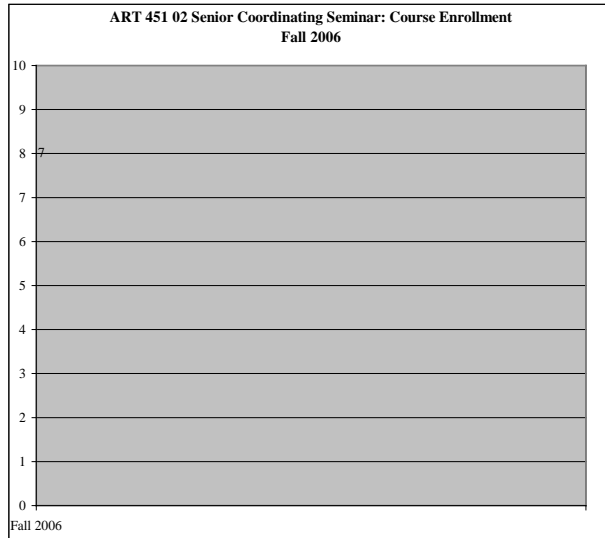
# Appendix B

THE CATHOLIC UNIVERSITY OF AMERICA  
Outcomes Assessment

SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF ART  
ART 451 02 Senior Coordinating Seminar

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	#	%	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2006	7	3.20	0.42	2	5					6	85.71%	9.83	0.41	8.50	1.05

\*\*The "Other" category includes grades of I, W, AU, and P.



Appendix C

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

**COMPREHENSIVE EXAMINATION RESULTS**  
**SCHOOL OF ARTS AND SCIENCES: DEPARTMENT OF ART**  
**AY2002-2003 to AY2006-2007**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2002-2003		0.00%	13	81.25%		0.00%	3	18.75%	16
AY2003-2004		0.00%	5	100.00%		0.00%		0.00%	5
AY2004-2005		0.00%	2	50.00%	2	50.00%		0.00%	4
AY2005-2006	1	11.11%	8	88.89%		0.00%		0.00%	9
AY2006-2007		0.00%	8	57.14%	5	35.71%	1	7.14%	14
<b>TOTAL</b>	<b>1</b>	<b>2.08%</b>	<b>36</b>	<b>75.00%</b>	<b>7</b>	<b>14.58%</b>	<b>4</b>	<b>8.33%</b>	<b>48</b>

Note: Students were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated within the student's milestone record. Please contact the Office of Institutional Assessment if this data can also be determined through the student's final grade in the comprehensive requirement.

## Appendix D

**Standard 12: General Education** : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

### 2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals Department of Art: Seniors

Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.	Department of Art compared with:									
	Department of Art	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>										
Number of assigned textbooks, books, or book-length packs of course readings	2.80	3.35	.00	-.53	3.08	.00	-.29	3.13	.00	-.33
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.80	2.24	.00	-.47	2.17	.00	-.38	2.17	.00	-.39
Number of written papers or reports of <b>20 pages or more</b>	1.60	1.73	.00	-.18	1.59	.00	.01	1.62	.00	-.03
Number of written papers or reports <b>between 5 and 19 pages</b>	2.00	2.99	*	-.96	2.49	.00	-.52	2.55	.00	-.58
Number of written papers or reports of <b>fewer than 5 pages</b>	2.80	3.20	.00	-.33	2.93	.00	-.12	2.96	.00	-.14
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	2.60	3.04	.00	-.51	3.03	.00	-.50	3.06	.00	-.53
Speaking clearly and effectively	2.40	2.94	.00	-.61	2.92	.00	-.58	2.95	.00	-.61

Graduates will show facility in critical thinking and reasoned analysis.	Department of Art compared with:									
	Department of Art	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.84	2.66	.00	.20	2.78	.00	.07	2.75	.00	.10
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.16	3.36	.00	-.28	3.22	.00	-.09	3.23	.00	-.09
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.82	3.20	.00	-.45	3.01	.00	-.22	3.03	.00	-.25
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.16	3.11	.00	.06	2.94	.00	.25	2.96	.00	.22
<b>Applying</b> theories or concepts to practical problems or in new situations	2.50	3.33	.00	-1.04	3.18	.00	-.82	3.18	.00	-.82
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.66	2.97	.00	-.35	2.91	.00	-.31	2.90	.00	-.30
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	2.84	3.33	.00	-.66	3.32	.00	-.62	3.33	.00	-.64
Analyzing quantitative problems	1.99	2.70	.00	-.72	3.05	*	-1.21	3.04	*	-1.18
Learning effectively on your own	2.50	2.97	.00	-.53	2.99	.00	-.55	3.00	.00	-.56
Solving complex real-world problems	2.34	2.53	.00	-.20	2.75	.00	-.43	2.74	.00	-.42

Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of Art compared with:									
	Department of Art	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	2.84	3.33	.00	-.66	3.32	.00	-.62	3.33	.00	-.64
Analyzing quantitative problems	1.99	2.70	.00	-.72	3.05	*	-1.21	3.04	*	-1.18

Graduates will demonstrate ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	Department of Art compared with:									
	Department of Art	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Worked on a paper or project that required integrating ideas or information from various sources	2.83	3.41	.00	-.80	3.26	.00	-.58	3.29	.00	-.62
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.50	2.70	.00	-.22	2.74	.00	-.26	2.80	.00	-.32
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.16	3.11	.00	.06	2.94	.00	.25	2.96	.00	.22
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Learning effectively on your own	2.50	2.97	.00	-.53	2.99	.00	-.55	3.00	.00	-.56

Graduates will demonstrate knowledge of and respect for different cultures and religions.	Department of Art compared with:									
	Department of Art	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.50	2.70	.00	-.22	2.74	.00	-.26	2.80	.00	-.32
Had serious conversations with students of a different race or ethnicity than your own	2.34	2.70	.00	-.35	2.68	.00	-.34	2.66	.00	-.32
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.99	2.88	.00	.12	2.71	.00	.29	2.71	.00	.29
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.65	2.85	.00	-.23	2.81	.00	-.19	2.82	.00	-.20
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1.00	1.97	***	-1.01	2.41	***	-1.44	2.44	***	-1.46
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	1.67	2.20	.00	-.52	2.54	*	-.89	2.59	*	-.93