

# Institutional Effectiveness Report

Name of Program/Department: Visual Arts Program

Year: 2015-2016

Name of Preparer: Samuel H. Howell, Jr., PhD.

## Program Mission Statement

The purpose of the art major is to give students a solid foundation in the studio arts and to develop visual awareness. The actual production of works in the studios, followed by critiques of their works, enhances the students' understanding. They are prepared for graduate school or for independent work in the arts through their coursework in the studio areas, supplemented by art history and related fields of study. Graduates of this program have gone on to graduate studies and jobs in art related careers.

The idea of a well-rounded education that helps students to succeed in the modern world is at the heart of traditional liberal arts education.

## Program Learning Outcomes (PLOs)

1. Students will develop demonstrable skills in **foundation courses**—digital as well as traditional—mastering the **formal elements** of art and **principles of design** through effective use of line, color, composition, and the human figure. This will enable the student to produce art pieces that are creative, well-crafted, and effective in communicating concepts of the artist's choosing.
2. **Additional skills** to be mastered include ones outside their primary area of focus to encourage innovative, hybrid, even cross media applications of their visual ideas.
3. Students will be able to apply appropriate **terminology** to art works, art processes, and professional art practices in general, such as critiques or exhibitions.
4. Students will develop a broad understanding of **global and multi-cultural Art History**, recognize the art styles characteristics of different cultures—from ancient to contemporary, and be able to apply Art Historical context to their own work.
5. Students will develop **critical thinking and writing skills, as well as improve oral communication skills** for use in course and, later, professional presentations.
6. Students will create a **professional quality portfolio** of their work, submit work to juried exhibitions, pen their own artist's statements, and participate in the Senior Art Exhibition complete with professional display.
7. Students will combine the multiple skills needed to work successfully as art professionals and prepared to pursue an advanced degree, if desired.

## ***Executive Summary of Report***

Much has been accomplished to design and implement new IE measures in the Visual Arts Program yet even more was promised a year ago — critical components are still awaited (SLO's in Foundations and the four specialty areas), the Visual Arts Program Handbook (student program guide) and Senior Exit Exam are both still on the drawing board, plus the current PLO's need full review and possible modification by the entire VA faculty. Indirect measures of PLO's, esp. 1, 2, 6, and 7, as judged by the long-established Senior Exit Interviews, indicate no serious problems, with virtually all benchmarks met or exceeded. Graduation rates and job placement, however, remain elusive or dependent on anecdotal information because of outdated campus (NOT departmental) software which fortunately is on track for full replacement, and will be a welcome new IE tool.

In the interest of more efficient, precise, and comprehensive reporting, it is strongly recommended that the new IE reporter for Visual Arts be named promptly, be empowered to command SLO instruments and data, be able to insist on compiling, updating and/or correcting that data, access all program syllabi and other relevant documents, the authority to convene IE meetings (if necessary), and be compensated either by a single course reduction or stipend by way of recognizing the reporting process as an ongoing task, critical to the university's viability, and not mere amateur weekend work. It is also hoped that a standard on-line reporting form be adopted to speed up and simplify data entry.

## ***Student Learning Outcomes (SLOs)***

**SLO 1.0:** The percentage of students in ARTH 221 achieving 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) will be 75% or higher.

**SLO 2.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class presentations will reach or exceed 75%.

**SLO 3.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class essay writing will reach or exceed 75%.

**SLO 4.0:** The percentage of students in Visual Arts courses achieving 90% mastery on reading comprehension/critical thinking will reach or exceed 75%.

### **Assessment Methods**

**SLO 1.0:** The percentage of students in ARTH 221 achieving 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) will be 75% or higher.

- *DIRECT ASSESSMENT METHOD:* grading of short visual ID test in ARTH 221
- *INDIRECT ASSESSMENT:* regular course tests, game style quiz bowl used throughout semester for practice

**SLO 2.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class presentations will reach or exceed 75%.

- *DIRECT ASSESSMENT METHOD:* Grading of rubric sheet
- *INDIRECT ASSESSMENT:* Students will rate the strengths and weaknesses of other classmates and on-screen presenters (at least a dozen) using a scoring rubric sheet.

**SLO 3.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class essay writing will reach or exceed 75%.

- *DIRECT ASSESSMENT METHOD:* Grading of rubric sheet
- *INDIRECT ASSESSMENT:* Rating the quality of the feedback provided by students on a rubric scoring sheet for indicators of vocabulary, grammar, and basic writing skills.

SLO 4.0: The percentage of students in Visual Arts courses achieving 90% mastery on reading comprehension/critical thinking will reach or exceed 75%.

- *DIRECT ASSESSMENT METHOD*: grading of fill-in the blanks sheet (sequence of paragraphs taken from the required course text book)
- *INDIRECT ASSESSMENT*: Course questionnaire — students are asked directly about how they rate their own reading comprehension skills

### Assessment Results

**SLO 1.0:** The percentage of students in ARTH 221 achieving 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) will be 75% or higher.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) was 79% as measured by the grading of the short visual ID test in ARTH 221. Since the goal was 75%, the target for SLO 1.0 was achieved.

**SLO 2.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class presentations will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on in-class presentations was 89% as measured by the departmental presentation grading rubric sheet. Since our goal was 75%, the target for SLO 2.0 was achieved.

**SLO 3.0:** The percentage of students in Visual Arts courses achieving 90% mastery on in-class essay writing will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on in-class essay writing was 74% as measured by the departmental Test Essay rubric. Since our goal was 75%, the target for SLO 3.0 was not achieved.

**SLO 4.0:** The percentage of students in Visual Arts courses achieving 90% mastery on reading comprehension/critical thinking will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on reading comprehension/critical thinking was 89% as measured by departmentally developed vocabulary/conceptual-perspective information recognition task. Since our goal was 75%, the target for SLO 4.0 was achieved.

## ***ACTION ITEMS***

To address concerns identified in the evaluation of data from the 2015-2016 academic year, the Department of Fine Arts--Visual Arts Program developed the following action plan to be implemented during the 2016-2017 academic year.

SLO 1.0: The percentage of students achieving a rating of 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on the art history identification test (artist, subject matter, style, technique, and/or terminology) was 79% as measured by the grading of the short visual ID test in ARTH 221. Since the Target was 75%, the goal for SLO #1 was achieved.

SLO 2.0: The percentage of students in Visual Art Courses achieving 90% mastery on in-class presentations will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on in-class presentations was 89% as measured by the departmental presentation grading rubric sheet. Since our Target was 75%, the goal for SLO #2 was achieved.

SLO 3.0: The percentage of students in Visual Art Courses achieving 90% mastery on in-class essay writing will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on in-class essay writing was 74% as measured by the departmental Test Essay rubric. Since our Target was 75%, the goal for SLO #3 was not achieved. Since the target was not achieved for in-class essay writing, the department made changes to bring about improvement in this student learning outcome. In 2016-2017, one entire class period will be devoted to reviewing the grading sheet/rubric criteria and providing concrete examples of essay writing techniques.

SLO 4.0: The percentage of students achieving 90% mastery on reading comprehension/critical thinking will reach or exceed 75%.

Data collected during the 2015-2016 academic year indicated that the percentage of students achieving a rating of 90% on reading comprehension/critical thinking was 89% as measured by departmentally developed vocabulary/conceptual-perspective information recognition task. Since our Target was 75%, the goal for SLO #4 was achieved.

## APPENDICES

### APPENDIX A

**Tabulated Graduating Senior Exit Survey Results -  
FMU Fine Arts Department Fall 2015 (1 response) and Spring 2016 (8  
responses)**

– Visual Communication (5), Painting (3), Photography (1) Ceramics (0)

**Continuing education:**

(0/9 = 0%) Applying for graduate school in art	(4/9 = 44%) Considering graduate school in the future	(1/9 = 11%) Considering further education in art field	(1/9 = 11%) Considering other education in unrelated field	(3/9 = 33%) Not pursuing further education at this time
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**Employment (Benchmark = 50% employed in field or related field within a year of graduation):**

(4/9 = 44%) Currently employed in art related field				
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**Well-Prepared in Art:**

<b>for Employment?</b> (5/9 = 55%) Agree	(4/9 = 44%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
<b>for Grad. Study?</b> (1/9 = 11%) Agree	(7/9 = 77%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(1/9 = 11%) No opinion

**Career guidance by faculty was helpful (Benchmark = 90% satisfied):**

(5/9 = 55%) Agree	(3/9 = 33%) Somewhat agree	(1/9 = 11%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**Quality of Art courses was as good as, or better than, non-major courses (Benchmark = 90% satisfied):**

(7/9 = 77%) Agree	(2/9 = 22%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**Prerequisites for Art courses were appropriate:**

(8/9 = 88%) Agree	(1/9 = 11%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**I was properly advised by my faculty advisor (Benchmark = 90% satisfied):**

(7/9 = 77%) Agree	(2/9 = 22%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(1/9 = 6%) Disagree	(0/9 = 0%) No opinion
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**The Art Faculty were accessible for advice (Benchmark = 90% satisfied):**

(7/9 = 77%) Agree	(2/9 = 22%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**Quality of Art Faculty (They were prepared, interested, effective)(Benchmark = 90% satisfied):**

(5/9 = 55%) Agree	(3/9 = 33%) Somewhat agree	(1/9 = 11%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**Quality of Facilities is adequate (space, equipment, access, comfort)(Benchmark = 90% satisfied):**

<b>Art Studios</b> (5/9 = 55%) Agree	(4/9 = 44%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
<b>Art History Classroom</b> (8/9 = 88%) Agree	(0/9 = 0%) Somewhat agree	(1/9 = 11%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion

**Quality of Library is adequate (I could find information I needed):**

(8/9 = 88%) Agree	(0/9 = 0%) Somewhat agree	(1/9 = 11%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**I am satisfied overall with the specialty area(s) in my Art Major (Benchmark = 90% satisfied):**

(7/9 = 77%) Agree	(2/9 = 22%) Somewhat agree	(0/9 = 0%) Somewhat disagree	(0/9 = 0%) Disagree	(0/9 = 0%) No opinion
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**Museum, Gallery field trips:**

- **Agree, valuable experience** (8/9 = 88%)
  - “It was good to see how studios were set up and how the artists used their space.”
  - “Helpful to see professionals in the field.”
  - “Very beneficial”
  - “I learned so much from the experience [in Germany] in one semester —would suggest it for everyone.”
  - Destinations Mentioned: FMU study abroad in Coblenz-Landau, Germany; art museums in Washington, DC, art museums in San Diego, La Jolla, Pasadena, Los Angeles; Columbia SC, South Carolina State Museum in Columbia SC
- **Somewhat agree, valuable experience** (1/9 = 11%)
- **Somewhat disagree** (0/9 = 0%)
- **Disagree** (0/9 = 0%)
- **No response** (0/9 = 0%)

**Professional Portfolio Reviews**

- **Agree, valuable experience** (2/9 = 22%)
  - “It [graphic design portfolio] allowed me to understand my strengths in art were better suited for painting.”(1)
  - “I’m glad I did it early with a proof portfolio.”
- **Somewhat agree, valuable experience** (0/9 = 0%)
- **Somewhat disagree** (0/9 = 0%)
- **Disagree** (0/9 = 0%)
- **No response** (7/9= 77%)

**Conferences Attended**

- **Agree, valuable experience** (1/9 = 11%)
  - “Poskito”
- **Somewhat agree, valuable experience** (0/9 = 0%)
- **Somewhat disagree** (0/9 = 0%)
- **Disagree** (0/9 = 0%)
- **No response** (8/9= 88%)

**Internships**

- **Agree, valuable experience** (4/9 = 44%)
  - “Helped improve my photography skills [this more likely refers to an on-campus workshop rather than a true internship]”
  - Condesign
  - Evening Shade
  - Pachell Fashion Company (Charleston SC)
- **Somewhat agree, valuable experience** (0/9 = 0%)
- **Somewhat disagree** (0/9 = 0%)
- **Disagree** (0/9 = 0%)
- **No Response** (5/9= 55%)

**University Service:**

- **Participated in campus organizations/activities** (5/9 = 55%)
  - Arts International (3) “It was interesting to see how things were set up”
  - UPB
  - Flim
  - leadership in Patriot play
  - SPC
  - Design Practice Studio (McNair Center) “Helpful to get real work experience”
  - “Play Me I’m Yours” [campus play]
  - The Patriot campus newspaper

- **Somewhat agree, valuable experience** (1/9 = **11%**)
- **Somewhat disagree** (0/9 = 0%)
- **Disagree** (0/9= 0%)
- **No Opinion/No Response** (3/9 = **33%**)

**Community Service:**

- **Participated in community service activities** (5/9 = **55%**)
  - o “free logos to est. [indecipherable word] in 2011”
  - o praise team member at church
  - o mural for high school classroom
  - o “organized & designed everything for Toss ’N Tackle fundraiser”
  - o “working with children with Abbies Baby (Winter Moore)”
  - o “making T-shirt design for church”
- **No Opinion/No Response** (4/9 = **44%**)

**Juried exhibitions:**

- **Participated in juried exhibitions** (7/9 = 77%)
  - o ADDY’s 2015-2016 (several recent awards for FMU students—1 gold, 5 silver, 1 bronze)
  - o Pee Dee Regional 2015
  - o Peach Belt Conference art exh. (2015)
  - o Art Fields, Lake City 2014, 2015;
  - o Absolut Vodka Contest winner
  - o Miniature Art Competition 2014, 2015
  - o Cheraw Spring Festival (Best of Show 2009, 2nd place 2011, Honorable Mention 2014)
- **Participated in non-juried exhibitions** (3/9 = 33% includes students from above group)
  - o Art Trail Gallery, Florence
  - o Serenity, Lynda English Gallery, Florence SC
  - o Threaders Contest (T-shirt design) 2014
- **Did not participate in any external exhibitions** (2/9 = 22%)

**Perceived purpose of the Visual Art Program (all student statements are verbatim):**

- “A way to build my artistic mind and help better my craft”
- “A way to present information in a visual format”
- “An aid in helping students further skills and learn more about their specific area of study”
- “To test our ability as an artist so that we can see if we are cut out to make it in a creative career. To prepare us for what we are going to face as artists.”
- “To teach me about art & design & prepare me for life in the field after graduation”
- “A way for art students to decide if they really want to be art stunts. Most students have an idea of what they want to do, but they’re not always sure.”
- “A program designed to help me flush out my artistic interests and skills in order to steer me in a more focused career direction.”
- “I learned a lot in art direction.”
- “Preparing students for a career in the Art field of their choice. Rather, that is showing them information about their field of choice.”

**Strengths of Program (all student statements are verbatim and complete):**

- **Faculty** specifically mentioned (7/9 = 88%)
  - o “open-mindedness [of the faculty]”
  - o “The professors made class interesting”
  - o “Professors are more personal and try to help out in any way they can”
  - o “availability of professors
  - o “great professors who really want you to push yourself”
  - o “FMU is good at hiring professors that are knowledgeable, but not enough of them. The professors are spread to[o] thin.”
  - o “accessibility to professors”

- o “professors are knowledgeable when it comes tot their specialty”
- o “open office hours, one-on-one [with the professor]”
- o “The professors are always willing to help and answer questions and give advice”
- **Learning Experience** (9/9 = 1050%)
  - o “attention to detail”
  - o “have received a good education”
  - o “small class size”
  - o “opportunities for making connections and getting to know other students/professors”
  - o “there are many resources” [did not specify]
  - o “the projects pushed me to attempt things I never would have on my own”
  - o “not spoon-fed”
  - o “not crowded”
  - o “gives us the chance to self-improve”
- **Facilities** (0/9 = 0%) NOT MENTIONED BY ANY AS A STRENGTH, OR AS A WEAKNESS

**Suggestions for improvement (includes “OTHER COMMENTS” section at end):**

- **Facilities**
  - o current lockers inadequate for storing students’ supplies
- **Program / Discipline / Faculty / Advising / Portfolio Review**
  - o “please allow Trigonometry to substitute for Statistics”
  - o “We need a BFA program”
  - o need workshops on how to critique, and workshops in specialties
  - o “practice or revision of show before show date”
  - o art club
  - o design workshops
  - o “more design opportunities for students”
  - o “encourage more creative projects”
- **Courses**
  - o more printmaking courses
  - o more affordable materials
  - o more prerequisite availability
  - o more variety of classes
  - o in Drawing classes, registration priority should go to Visual Arts majors
  - o complaint about 127 hours to graduate, instead of 120
- **Foreign Language Requirement**
  - o “grant a B.S. degree in art to skip foreign language requirement”
- **Access**
  - o **NO COMMENTS OR COMPLAINTS**
- **Equipment / Software**
  - o **NO COMMENTS OR COMPLAINTS**

**Courses that should be added to the program arranged by discipline:**

- **Visual Communication**
  - o Commercial Design
- **Painting / Drawing /Foundations**
  - o Drawing major
- **Ceramics / Sculpture**
  - o no suggestions
- **Photography**
  - o no suggestions
- **Art History**
  - o add Design/Designers course

**APPENDIX B**

**EVALUATION OF YOUR ORAL PRESENTATION ABOUT A SINGLE ART WORK**

**IMMEDIATE IMPRESSIONS OF THE OVERALL TALK. . . 20 \_\_\_\_\_**

Was speaker **FORMALLY/PROFESSIONALLY ATTIRED** as if being interviewed for a major position?

Was there a sense of basic **RAPPORT** (i.e. verbal and body language communication) established between speaker and his audience so that **(S)HE HELD YOUR ATTENTION?**

Was the **LENGTH** appropriate (3 min. for ARTH 220-1 or 5 minutes for upper level ARTH courses)?

Was the **OPENING** a humdinger or did speaker stumble at beginning?--i.e. was there some way by which the speaker got his listeners interested from the very start or did it take too long to get warmed up?

Was the **CONCLUSION** a recap of major points or a "sneaking up" of some surprise conclusion that still managed to make complete sense? Did it fail in leaving mark on the listener, through anticlimax or because there just was no conclusion?

**BODY LANGUAGE & DEMEANOR?** Did speaker exude an **ENTHUSIASM FOR THE SUBJECT** and a **SENSE OF CONFIDENCE, even FLAIR** both about him- or herself and material? or act tentative and unsure? visible nervousness?

**BASIC SPEAKING STYLE & DELIVERY. . . . . 20 \_\_\_\_\_**

Appropriate **VOLUME & DICTION?** Too loud, too soft? Clear or unclear enunciation?

Was the speaker's chosen **TONE** appropriate to the material? (smooth, humorous, earnest, dramatic, elegiac, declamatory/aggressive, intimate/conversational, clever, witty, etc.)

Was speaker at all hampered by reading from notes or did (s)he courageously deliver extempore?

**VIVID** descriptions of works of art, recreation of events, profiling of personalities?

Real **PRECISION** in using just the right word? or verbose and vague?

Was there **EFFECTIVE EYE CONTACT?** Use of helpful and appropriate **HAND GESTURES?**

Was the speaker fun to listen to for the **SOUND & RHYTHM OF HIS/HER VOICE?**

Any problems with the **PACING** and **TIMING** of the talk? Awkward pauses?

Marred by any unnecessary distractions?

**THE TALK'S MESSAGE/CONTENT. . . . . 20 \_\_\_\_\_**

A **WELL-INFORMED TALK?** Were multiple aspects of the single art work explored? Did speaker use **PERSONAL OBSERVATIONS AND OPINIONS** where appropriate?

Ultimately, did speaker get to the heart of what could be said about the chosen subject in the short time allowed or just waste your time with a few miscellaneous observations? Short bibliography of relevant sources submitted in advance?

**STRATEGY OF TALK: ARRANGING WHAT YOU SAID . . 20 \_\_\_\_\_**

Was the talk logically organized, and if so, then by what means? or did it lack a clear game plan and just ramble? obviously thrown together at last minute?

Were the observations the talk made persuasively argued?

Was there a clear linkage or smooth transition between the different observations made by the speaker?

Did (s)he occasionally get off the subject? Unjustifiable digressions?

**SUPPORT FROM VISUAL MATERIALS . . . . . 20 \_\_\_\_\_**

Sharp & full-screen digital image(s)? Faithful color? Any close-up details shown?

**TOTAL: 100 \_\_\_\_\_**

**APPENDIX C****RUBRIC [GUIDE SHEET] FOR YOUR “NO-NOTES”  
TEST ESSAY**

impromptu essay writing is a key job skill

“Know your subject inside & out because you need to sound like an expert with a worthwhile opinion.”

**LANGUAGE & WRITING STYLE (HOW WELL YOU EXPRESS YOURSELF)**

5 \_\_\_\_\_

CLARITY/READABILITY--i.e., was writing clear, concise? . . . or muddled, awkward, verbose, i.e. JUST HIGH SCHOOLISH? Varied sentence structure? Vivid descriptions of works of art when appropriate? Real precision in using just the right word? Is writer confidently using a college-level vocabulary? Essay must sound like student wrote it in his/her own words and is not merely mimicking phrases from sources -- that will immediately trigger a web search for plagiarism.

WATCH OUT FOR THE FOLLOWING COMMON GRAMMATICAL ERRORS:

- VERBOSE, RAMBLING, PADDED, WASTED WORDS-- tip off student doesn't have much to say and is serving mostly BS
- "WASHBOARD EFFECT" (same sentence structure repeated -- essay needs more variation in rhythm)
- "ECHO CHAMBER EFFECT" (i.e., annoying/distracting repetition of word or phrase)
- SENTENCE FRAGMENT (i.e., not a whole sentence, lacking a subject and/or verb)
- lack of subject-verb AGREEMENT (NOT: "I are . . .", "Students is. . . ")
- inconsistent VERB TENSES/unexplained CHANGE OF VOICE (1st person to 3rd, etc.)
- incorrect/unclear ANTECEDENT (referent or pronoun is too imprecise to be sure of the subject)
- incorrect use of PREPOSITION or POSSESSIVE (its ≠ it's)("My Adventure to Art")
- SCATOLOGICAL RHETORIC foul language, f-bombs, etc

**FORM/STRUCTURE (ORGANIZING & ARRANGING WHAT YOU SAY )** 5 \_\_\_\_\_

TOPICAL SENTENCE TO START ESSAY? WAS THERE A SMOOTH FLOW TO THE ESSAY?, i.e. logical organization/sequencing of essay with proper transition between paragraphs/ideas? or haphazard arrangement of ideas that don't logically relate ("head scratchers")? Sense of "build-up and pay-off" for the reader?--i.e., an INTRODUCTION that grab's reader's attention (dramatic, amusing, intriguing, etc.) & prepares reader for what is to come? & a CONCLUDING SENTENCE that leaves reader satisfied?

**SUBSTANCE/CONTENT (OBJECTIVE/SUBJECTIVE INFORMATION ACTUALLY SHARED)**

15 \_\_\_\_\_

Dry, boring, or pointless essay? Evidence of personal thinking & absorption of specific information to show full mastery of the material? Skillful visual readings and analyses of specific art works/artifacts? Did writer grapple with the subtleties, nuances, implications of ideas and cause the reader THINK? Were personal observations and opinions inserted where appropriate?

**ESSAY TOTAL POINTS** 25 \_\_\_\_\_

Index Card with 1-3 sources \_\_\_\_\_

**APPENDIX D — READING COMPREHENSION RUBRIC****Reading Comprehension/Critical Thinking Test for ARTH 221 (start of Chapt. 10  
Hugh Honour & John Fleming, *The Visual Arts: A History*, 7th. ed rev.)  
STRICT TIME LIMIT: 20 minutes**

The battle of Agincourt occurred while which sculpture was being made?  
\_\_\_\_\_

How long between the executions of Joan of Arc and Savonarola? \_\_\_\_\_ What other noteworthy events occurred in Spain the same year that Columbus embarked for Asia? \_\_\_\_\_

What two benchmark events occurred in 1453, just a year after Leonardo da Vinci was born? \_\_\_\_\_ & \_\_\_\_\_

The grey figure in the box of dates comes was painted by which artist in this chapter?  
\_\_\_\_\_

The English names of these two saints are mentioned in the box? \_\_\_\_\_ & \_\_\_\_\_

Quote Petrarch on his late medieval/early Renaissance sensibility: “ \_\_\_\_\_  
\_\_\_\_\_.”

Alberti ranked which of his contemporaries as worthy successors to the ancients?

(A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_ (D) \_\_\_\_\_  
(E) \_\_\_\_\_

“The humanists found in Classical antiquity \_\_\_\_\_.”

The ideals of chivalry and nobility measured one on the basis of \_\_\_\_\_ whereas the Renaissance valued \_\_\_\_\_ & \_\_\_\_\_ more.

Italian city-states “epitomized the new ideals of \_\_\_\_\_ and \_\_\_\_\_, civic and mundane, not chivalric or contemplative.”

“Although humanists were not initially \_\_\_\_\_ they were preoccupied by problems of the here and now rather than of the hereafter.”

Florentine art acquired its international prestige in part because of its association with \_\_\_\_\_.

Why the visual comparison between Fig. 10,1 and Fig. 10,3? \_\_\_\_\_

When the space in Fig. 10,1 is described as “tectonic”, what do the authors mean?  
\_\_\_\_\_

Are “cerebral” churches necessarily unspiritual? \_\_\_\_\_ Why or why not? \_\_\_\_\_

The divinity embodied in Christian churches involves harmonious relationships of parts to the whole as with \_\_\_\_\_.

What did Giotto Manetti say about the truths of Christianity? \_\_\_\_\_

To which church is the Pazzi Chapel attached? \_\_\_\_\_

**APPENDIX E**

Name: \_\_\_\_\_

**FMU Department of Fine Arts**  
**Questionnaire For Entering Visual Arts Freshmen**

1. Have you had any previous art experience?  Yes  No  
 If yes, check any of these you have tried:
  - a] Drawing:  pencil  color pencil  ink  charcoal  
 pastel
  - b] Painting:  acrylic  oil  watercolor
  - c] Ceramics:  hand built clay  thrown pots on a wheel  glazing  
 firing
  - d] Photography:  film camera  darkroom  digital camera  
 smartphone
  - e] Computer Programs:  Photoshop  Illustrator  other: \_\_\_\_\_
  
2. If you answered yes, how would you rate your current skills on any that you checked?
  - a]  Drawing: 1 poor; 2 less than average; 3 average; 4 above average; 5 excellent
  - b]  Painting: 1 poor; 2 less than average; 3 average; 4 above average; 5 excellent
  - c]  Ceramics: 1 poor; 2 less than average; 3 average; 4 above average; 5 excellent
  - d]  Photography: 1 poor; 2 less than average; 3 average; 4 above average; 5 excellent
  
3. If you answered yes in No.1, what type of setting did you have previous experience in art?
  - a]  high school art courses    b]  middle school art courses    c]  elementary school art courses
  - d]  private lessons    e]  professional workshops    f]  summer programs (what level? \_\_\_\_\_)
  - g]  advanced art programs (governor's school, gifted & talented schools, etc.)

List name and school of any art teacher who helped you the most:  
 \_\_\_\_\_
  
4. In which area of concentration in art would you like to specialize? FMU offers four specialties:
  - a] Painting     b] Ceramics     c] Photography     d] Visual Communication
  - e] haven't decided
  
5. Anticipated career: (What would you like to do with your art degree upon graduation?)
  - a]  Practice art part-time for pleasure

- b]\_\_Be a full-time artist, exhibiting and selling my work online, in shows and competitions
- c]\_\_Be a freelance web or print designer
- d]\_\_Work as a designer with a firm, business or corporation
- e]\_\_Work in a museum or gallery setting (e.g., as a curator, gallery assistant or dealer)
- f]\_\_Become an art teacher at the elementary or high school level
- g]\_\_Pursue my education to attain a Master's degree in art

6. Are you currently employed? \_\_Yes    \_\_No    \_\_Full Time    \_\_Part Time

If yes, is it an art-related job? \_\_\_\_\_

Does it relate to the area of concentration you checked in Question 4? \_\_\_\_\_

7. Art courses may be more enjoyable than other courses, but they may require a lot of outside time to complete projects. Do you have the time to commit to your art courses? \_\_Yes    \_\_Not sure    \_\_No