

Core Practices: Students will demonstrate **independent, creative exploration in various media** and in the **history** and **theory** of the visual arts.

A. ... in various media

1. Students will investigate the connection between concept and formal elements.
2. Students will formulate themes, issues, or problems that they wish to pursue in their own work

B. ... in the history of art

1. Students will effectively compare and contrast works from varied stylistic and historical periods.
2. Students will identify artists or art historians from a variety of periods, including the present, whose work, process, or method informs their own.

C. ... in the theory of art

1. Students will apply a variety of theories of art to a body of contemporary art criticism
2. Students will evaluate a variety of theoretical positions with respect to their Christian values and convictions, synthesizing their own working theory of art and art criticism

From our 2014 Annual Assessment Report

Art 22 Synthetic Essay (Renaissance thru Modern Survey)

Overall, 65.5% of the students in Art 22 wrote successful essays. **Of the art majors and minors in the class, an impressive 84% wrote successful essays.** We speculate that art students come into Art 22 with more experience with, vocabulary for, and confidence in analyzing art, giving them an advantage over non-art majors.

Of the art students in Art 22, 1 was a senior, 4 were juniors, **9 were sophomores.** Since our intention is that students take this class earlier rather than later, **these results are encouraging.**

Art 23 Synthetic Essay (Introduction to World Art)

Overall, 73% of the students in Art 23 wrote successful essays. **Of the art students in the class 78% wrote successful essays.** Of the art students in Art 23, **6 were juniors**, two were sophomores and one was a first-year student. Art 23 is conceptually more challenging for students than Art 22, because the whole Western notion of "art" is challenged and explored. The number of older students in the course as a whole made for a **very dynamic and engaged class experience.**

From our 2014 Annual Assessment Report

So-Sr Project Statement comparison

Faculty Evaluation:

Tracking the number, quality and detail in references to other artists in these parallel statements, we note **that 68% of our 2014 graduates did improve** in their ability to see their art in a larger context--referencing specific artists with respect to theme, technique or process. In looking at the specific students who did not improve, however, we note that they were all engaged in the process, and in almost all cases, their technical ability improved over the course of their time in the department.

Senior Reflections:

When asked to review their sophomore project statements and comment on their growth in this area, **93.75% of our 2014 graduates self-reported considerable growth**, though without the level of detail that the faculty were looking for in their self-evaluation was sometimes lacking. Students' subjective experience, however, is clearly one of widened horizons and we should not discount this as valid evidence.

Discussion and Response:

We are in the process of revising our curriculum and our sophomore and senior project protocols in order to deepen student learning in several areas, including this one. We are increasing exhibition opportunities, and look forward to seeing the fruits of our new year-long format for students senior exhibition.