Course Assessment

1. Number and name of the course being assessed:

Art 101

2. List all the Course SLOs from the Course Outline of Record:

The student will:

1. The students will be prepared for ensuing courses at the college level by developing writing skills, and demonstrating skills in essay form and class discussion.
2. Students will identify, memorize, define and restate in tests, class discussion and through long and short essay answers, knowledge of vocabulary relevant to the study of art with a focus on physical/formal traits of medium (materials used to make the work) and the traits of creative thought processes of artists, authors, film makers and architects.
3. Students will identify, memorize, define and restate in tests, class discussion and through long and short essay answers, similarities and differences in physical form, symbolism, and historical, cultural and historical contexts, unique to different artists. Students will identify, memorize, define and restate in class discussion and through long and short essay answers, the major formal and iconographic qualities for art and artifacts studied.
4. Students will identify, memorize, define and restate in tests, class discussion and through long and short essay answers, a canon of sculpture, architecture, and visual art by labeling the title, date, author/architect/artist, geographic region and civilization/culture.
5. Students will develop critical criteria in which to compare different artists’ works and styles. This criterion will be evaluated in tests, class discussion and through long and short essays.
6. Students will analyze and synthesize primary texts and assess how these texts relate to the artifacts and art they are studying. (For example, students will read Castiglione’s “The Courtier” and relate it to Renaissance art as well as Rousseau’s “Social Contract” and relate it to Neoclassicism in France and the United States.)

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

In general there has been a moderate amount of dialogue between the department as a whole about Art 101. Often we meet individually and talk on the phone three to five times a semester. We have met when planning syllabi and training each other on web applications and discussing particular essay questions and information that needs to be used by the students.

In fact to professors Kenney Mencher and Bonnie Kuo have met regularly every year and we even share tests lesson plans and curriculum. In general in our discussion we decided that it would be better to look at art appreciation as a more fact-based discipline rather than making it just about materials and medium as it is original been taught. We decided on a curriculum that spanned particularly chronological sequence of European art that coincides with the SLO’s of this class. In 2013 Professor Mencher, redesigned the class for an online audience which will also be taken up in the live version of the class. The design of the new class includes visiting the Cantor arts Center at Stanford and basing the class around the design of the museum and also around several of the permanent exhibits. The design of the class is meant to enhance the students’ appreciation of art by introducing them to a Canon of established art and using that Canon two related to Stanford’s permanent collection.

Other professors such as Nick Bridger, teach their class from a more multicultural point of view, by using examples of art from many countries and many cultures. Regardless of this Dean Birkedahl has observed him and talked with other professors about Prof. Bridges approach and reports back that he is also teaching the basic Canon of works of art as well as teaching vocabulary and adhering to the SLO’s stated above.

4. List the SLO(s) you are assessing in this particular instance:
3. Students will identify, memorize, define and restate in tests, class discussion and through long and short essay answers, similarities and differences in physical form, symbolism, and historical, cultural and historical contexts, unique to different artists. Students will identify, memorize, define and restate in class discussion and through long and short essay answers, the major formal and iconographic qualities for art and artifacts studied.

5. Describe the assessment strategy or tool that addresses the SLO(s):

The strategy to assess SLO number three is an empirical testing tool available through blackboard courses. Prof. Mencher tests almost exclusively in blackboard and uses several different kinds of assessment tools the most important one being essay writing. In general the students have been very successful and the scores have been high and consistent between all the classes using some of the test questions we use and some of the multiple-choice questions. However, students seem to have a little bit of problem or trouble with using specific vocabulary in essay writing as well as including many facts in writing.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

The strategy that Prof. Mencher is establishing is to provide more recursive kinds of test taking and more exposure to vocabulary. One strategy is using a kind of test question blackboard in which students use a checklist to vocabulary to describe specific works of art that they are studying. This coincides with the approach of making lists of vocabulary in class about each work of art and reinforces the use of this vocabulary.

The way that the success of the strategy will be assessed is to compare older classes and their essay writing to this newer class that has had this added approach added.

7. By looking holistically at the results from all students, describe your findings:

In past courses I found that students don’t really remember facts that they need to remember but tend to think more conceptually about art after taking art appreciation. This assessment was reached after grading final exams and grading the last several years of essays and short answers that we both used that were in common.

8. Describe faculty dialogue (if any) involved in the assessment process:

Prof. Kuo and Prof. Mencher have discussed at length some of the ideas and concepts stunts express are very sophisticated however they are not using the correct vocabulary and do not have a grasp of some of the more empirical facts that are necessary for the study of art and art appreciation.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

We feel that no major revision is required however more or less we feel that tweaks in the curriculum need to be established and how we test. Luckily the technology presented by blackboard has been kind of revolutionary for us. We are now able to insert primary texts into questions to make sure that the students
read them to do more drill like exercises in terms of quizzes that they can take over and over again and were pretty certain that that will establish the knowledge base that they need to write better essays.

10. After the improvements are implemented, describe the results: