



SLO Assessment Cycle for ARTS 2L

History of Art: Visual Arts of Africa SLO Modified: [01/19/2012]

Catie Cadge-Moore's Team Members:

1. [Elizabeth Mjelde](#) (x8433) ARTS

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [01/12/2012]

Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/12/2012]

Assessment Strategy Used:

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Exams • Written Reports

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [01/13/2012]

Number of people involved in Phase III: 1

Changes:

To allow for more in-depth analysis of individual African Kingdoms and ethnic groups, the instructor changed several assessment tools. Through test questions and written work, students were asked to demonstrate an understanding of each art tradition within the specific cultural context and to actively compare traditions from diverse cultures.

Methods:

Students were given reading questions to answer as homework and through group discussion. These questions challenged students to explore African art traditions in a thorough historical and cultural context and to critically compare different regions in Africa. Exams included essay responses to reading questions as well as slide identification requiring the student to write an analysis of the art within the context of African history.

Summary:

Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work. Overall improvement is needed in basic writing and study skills for success on exams for this last group. Some students were able to demonstrate greater critical thinking through answering reading questions at home and then sharing through group work. These activities in turn resulted in higher test scores on the final exam than the midterm.

Enhancement (Part I):

The instructor recognizes the need to continue to utilize rubrics, review materials and in-class writing exercises to help students practice applying critical thinking to in-class writing, which in turn can improve exam scores. Group discussions of study slides (examples of artworks students need to know and analysis on exams) greatly improved final exam scores for a number of students.

Enhancement (Part II):

One third of the students enrolled in this course did not have the basic skills needed to write homework answers and responses to exam questions appropriate for undergraduate college level classes. The college needs to maintain resource allocations for areas addressing basic skills.

Outcome 2: Statement Modified: [01/12/2012]

Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.

Outcome 2: Assessment Planning Modified: [01/12/2012]**Assessment Strategy Used:**

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Written Reports

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [01/12/2012]**Number of people involved in Phase III: 1****Changes:**

Instructor added several in-class discussion topics addressing misconceptions and common stereotypes of Africa, diverse African ethnic groups and art traditions. In addition, the contemporary art sections of the course were expanded to include more global topics relevant to Africa.

Methods:

Written exams and the paper assignment were initially used to assess this objective, however class presentations were also added as a tool to assess student awareness of current issues in Africa.

Summary:

Assessment results include 28 students (out of 41 total) successfully demonstrating through oral presentations critical analysis of either global issues, misconceptions about Africa or current social and political topics relevant to the study of African arts.

Enhancement (Part I):

The instructor was pleased with the positive results of the student class presentations covering this objective. The instructor observed that after presentations, active class discussion often helped students who were not presenting to be more engaged in the analysis of critical issues. More students were able to apply an awareness of such issues on the final exam. As a result, more class time will be devoted to reactions and discussions following student presentations.

Enhancement (Part II):

No additional resource allocations needed.

Outcome 3: Statement Modified: [01/12/2012]

Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.

Outcome 3: Assessment Planning Modified: [01/12/2012]**Assessment Strategy Used:**

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Papers/Essays

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [01/19/2012]**Number of people involved in Phase III: 1****Changes:**

No changes to the assessment tool or the outcome statement. Course material was expanded to include an in-class activity helping students to critically evaluate sources.

Methods:

The assessment tool was a research paper assignment in response to a museum visit. It included descriptive analysis of the art as well as research into the cultural context of the art. Students were required to use four scholarly sources.

Summary:

Assessment results include 37 students (out of 41) successfully finishing the research paper assignment and 18 (out of 41) receiving at least an A- on the assignment. It became apparent that most students needed additional help integrating research from diverse scholarly sources into the assignment, despite classroom activities designed to get students to think critically about written sources. Students need more exercises to help them develop good skills in researching topics and in evaluating sources. Students also need to learn proper formatting and how to document sources in a paper.

Enhancement (Part I):

The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analyze sources since such methods seem to be useful in preparation of the paper assignment.

Enhancement (Part II):

No additional resource allocations needed as library staff is available for workshops.

Outcome 4: Statement Modified: [01/12/2012]

Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

Outcome 4: Assessment Planning Modified: [01/12/2012]**Assessment Strategy Used:**

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Exams

Sections being assessed: 01

Outcome 4: Reflect & Enhance Modified: [01/13/2012]**Number of people involved in Phase III: 1****Changes:**

No changes were made to the outcome statement, however an additional assignment tool, in-class writing, was added. A number of students are able to articulate clear answers showing an increased appreciation and awareness of the cultural and social contexts of art through group discussion and in-class writing.

Methods:

Instructor used short written answers from exams, the research paper assignment, in-class written work and homework (short answers to questions about the class reading) to assess this outcome.

Summary:

Overall student performance was better on the paper assignment (37 out of 41 student success rate) than on the exams (27 out of 41 student success rate). Tallying results throughout the quarter, 28 out of 41 students were able to consistently provide strong written responses to both in-class and homework assignments. Due to limited basic skills, students are able to score higher on assignments, such as the research paper, that allow more time and editing of written work. Some students need practice writing in-class responses and polishing their test-taking skills. In-class discussions and group work reveal a satisfactory level of student success with this objective, however conveying understanding through written work still needs work.

Enhancement (Part I):

Students need more opportunities to practice presenting their ideas and reflections into written work. They are able to grasp visual (stylistic analysis) fairly easily, but they seem to wrestle with the importance of analyzing art within the larger social and historical context. More in-class writings after group discussion has been added to help students improve writing skills, which hopefully will help improve exam scores. Instructor has created a rubric to demonstrate sample written answers.

Enhancement (Part II):

No additional resource allocations needed, however maintenance of tutorial services is critical.

Outcome 5: Statement Modified: [01/12/2012]

Students will demonstrate critical thinking and visual literacy skills through oral communication.

Outcome 5: Assessment Planning Modified: [01/12/2012]**Assessment Strategy Used:**

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Performances/Demonstrations

Sections being assessed: 01

Outcome 5: Reflect & Enhance Modified: [01/13/2012]**Number of people involved in Phase III: 1****Changes:**

No changes necessary.

Methods:

Instructor used an oral presentation assignment, as well as consideration of in-class discussions, to assess this outcome.

Summary:

Assessment results include 28 students (out of 41) successfully completing the oral presentation. Oral presentations are not required in this course, however points from the assignment contribute to the final class grade. Because of this, some students who did not finish the oral presentation demonstrated adequate oral communication and articulation of visual literacy and critical thinking in class discussions and small groups. Students met expectations of student success in this area.

Enhancement (Part I):

Instructor was pleased with the overall results of the assessment of this outcome. The current oral presentation assignment will not be changed, however more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.

Enhancement (Part II):

No resource allocations needed.

Outcome 6: Statement Modified: [01/12/2012]

Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

Outcome 6: Assessment Planning Modified: [01/12/2012]**Assessment Strategy Used:**

Quarter: Fall 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Papers/Essays

Sections being assessed: 01

Outcome 6: Reflect & Enhance Modified: [01/19/2012]**Number of people involved in Phase III: 1****Changes:**

No changes were made to the outcome, however the instructor modified the research paper assignment and course material to include more explanation of research process, the nature of academic sources and proper formatting and documentation.

Methods:

Assessment tool was a research paper assignment requiring four academic sources and proper documentation. Instructor also used in-class exercises utilizing primary resources so that students could practice analyzing such resources.

Summary:

Assessment results included 37 students (out of 41) successfully completing the research paper with 18 students scoring at least an A- on the assignment. Results demonstrated that students were able to find secondary sources and were fairly successful in their abilities to use these sources successfully in their written analysis. Students were less likely to use primary sources. However, due to class discussions, an awareness of the difference between primary and secondary sources by the majority of the students was evident. Unsuccessful students had difficulties using sources properly and most students (successful and unsuccessful) had difficulties with expanding research beyond internet sources and with how to use proper documentation.

Enhancement (Part I):

The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analysis sources since such methods seem to be useful in preparation of the paper assignment.

Enhancement (Part II):

No additional resource allocations needed as library staff is available

for workshops.

[Number of Outcomes for ARTS 2L: 6]