



SLO Assessment Cycle for INTL 22

History of Art: Indigenous Arts of the World SLO Modified: [02/02/2012]

Catie Cadge-Moore's Team Members:

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Additional Team members not on list/notes about team:

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Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [01/26/2012]

Assessment Strategy Used:

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Exams • Written Reports

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [01/26/2012]

Number of people involved in Phase III: 1

Changes:

Due to the comparative nature of the course textbook and class material, the instructor was pleased with the results of this outcome and no changes were needed at this time.

Methods:

Students were assigned homework and in-class group exercises designed to approach the study of indigenous art traditions from a comparative perspective. These questions challenged students to explore indigenous art traditions in a thorough historical and cultural context and to critically compare different indigenous regions of the world. Exams included essay responses to assigned reading requiring the student to write an analysis of the art within the larger social and cultural contexts. One area that needs improvement is that students need to integrate more specific examples of artworks into their essays.

Summary:

Assessment results included 16 students performing at a superior level (A- or higher), successfully completing a high score on exams and written homework, 19 students achieving an average score and 7 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. Instructor tried giving exam essay questions to students a few days before the exam and this seemed to help them prepare and to apply critical thinking more consistently in their responses.

Enhancement (Part I):

The instructor was pleased with the success of students in completing essay exams and she will continue to provide rubrics and sample essay questions in advance. More class time will be devoted to group exercises designed to help students prepare for these essays. In addition, class discussion will be expanded to help students practice how to integrate art examples into their essay responses.

Enhancement (Part II):

Several students (7 out of 42) 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: []

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 indigenous art forms in a current global context.

Outcome 2: Assessment Planning Modified: [01/26/2012]**Assessment Strategy Used:**

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Written Reports • Papers/Essays

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [01/26/2012]**Number of people involved in Phase III: 1****Changes:**

In consideration of this outcome, the instructor added several in-class discussion topics addressing misconceptions and common stereotypes of Native Americans, peoples of the South Pacific and African ethnic groups. Presentation topics were expanded to include more global topics relevant to indigenous peoples.

Methods:

In-class group exercises and short writing assignments were used to assess this objective. Class presentations were also used to assess student awareness of current issues affecting indigenous peoples and their art traditions worldwide.

Summary:

Most students successfully completed in-class group work as well as short writing assignments, however several (7 students) clearly did not have the writing skills needed to succeed. Assessment results included 18 students (out of 42 total) successfully demonstrating through oral presentations an awareness of contemporary global issues or misconceptions of indigenous peoples. The class presentation is not required in this class, hence the low number of students completing this activity. However, the instructor included opportunities for class discussion, providing an avenue for all students to speak. Overall, students were able to successfully articulate oral responses critiquing misconceptions and stereotypes, however improvement can be made in presenting ideas in written work.

Enhancement (Part I):

The instructor was pleased with the small cohort of students who completed excellent class presentations covering this objective. The instructor will continue to add creative exercises to encourage class discussion and to help students present their ideas clearly in written responses. The instructor will add additional in-class writing opportunities as well as more take-home writing assignments to help students improve their writing skills.

Enhancement (Part II):

No additional resource allocations needed.

Outcome 3: Statement Modified: []

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

Outcome 3: Assessment Planning Modified: [01/26/2012]**Assessment Strategy Used:**

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Written Reports • Papers/Essays

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [01/26/2012]**Number of people involved in Phase III: 1****Changes:**

No changes to the assessment tool or the outcome statement needed at this time.

Methods:

The assessment tools included a research paper assignment in response to a museum visit and in-class writings in response to textbook readings. The paper assignment included research into the cultural context of the art as well as descriptive analysis. Students were required to use four scholarly sources.

Summary:

The instructor was pleased with overall student performance on in-class writing assignments asking students to critically analyze diverse scholarly perspectives presented in assigned textbook readings. Students were able to recognize the value of indigenous viewpoints, while also noticing diverse methods and approaches scholars take to the study of indigenous arts. In terms of the paper assignment, assessment results include 37 students (out of 42) successfully finishing the research paper assignment and 17 (out of 42) 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: []

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: [01/26/2012]**Assessment Strategy Used:**

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Papers/Essays Exams

Sections being assessed: 01

Outcome 4: Reflect & Enhance Modified: [01/26/2012]**Number of people involved in Phase III: 1****Changes:**

Instructor added exams as an assessment tool for this outcome.

Methods:

Two exams composed of essay questions as well as a multiple choice and matching section and a research paper were used as assessment tools.

Summary:

The following results show fairly high student success for this outcome: the paper assignment (37 out of 42 student success rate) and on the exams (35 out of 42 student success rate). Tallying results throughout the quarter, 35 out of 42 students were able to consistently provide strong written responses to both in-class and homework assignments. On exams, most students were successful when providing context (social, cultural, historical, etc.) about the art, but frequently struggled when they needed to integrate specific examples of art to support their arguments. The opposite was true with the paper assignment. Students were able to describe objects in the museum, but had difficulty pursuing research beyond internet sources.

Enhancement (Part I):

The instructor added a study guide composed of pictures of artworks studied in class and the reading assignments that students can refer to when writing answers to essay questions on exams. This will help students make the necessary connections between the art and the indigenous artists and cultures. In-class activities will be expanded to include more discussions of these examples to improve exam scores. To help students integrate more research into their museum visit papers, the instructor is adding a library worksheet (see outcome 6 below).

Enhancement (Part II):

No additional resources needed.

Outcome 5: Statement Modified: []

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

Outcome 5: Assessment Planning Modified: [01/26/2012]**Assessment Strategy Used:**

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Performances/Demonstrations

Sections being assessed: 01

Outcome 5: Reflect & Enhance Modified: [01/26/2012]

Number of people involved in Phase III: 1

Changes:

No changes made to this outcome.

Methods:

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

Summary:

Assessment results include 18 students (out of 42) 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. After reflection, the instructor believes the topics offered to the students for this assignment may have been too limited and difficult for research, hence the low number of student participants.

Enhancement (Part I):

Instructor was pleased with the results of the small cohort of students completing the oral presentation. However, the assignment needs to be changed and expanded to include more topics that can be addressed through research students can conduct in a brief time frame (this assignment is given near the end of the quarter). This will improve student participation and success. In addition, 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 additional resource allocations needed.

Outcome 6: Statement Modified: []

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: [01/26/2012]**Assessment Strategy Used:**

Quarter: Spring 2011

Assessors: Catie Cadge-Moore

Assessment Tools: Papers/Essays

Sections being assessed: 01

Outcome 6: Reflect & Enhance Modified: [02/02/2012]

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 42) successfully completing the research paper with 17 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 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.

[Number of Outcomes for INTL 22: 6]