

Crafton Hills College - Outcomes Assessment Report

Course: ART-102

Term: Fall 2011

Date: XXXX

1. Learning Outcomes Statement

Students have developed an awareness of the scope and variety of artworks, styles and methods of production in the visual arts encompassing the Renaissance period through the Contemporary. Students also understand those works as expressions of individual and human values within an historical and social context.

2. Means of Assessment (Measurement Method)

Criteria contained within the rubric states that the goal is that students retain the overall linear progression of visual culture, and its value, throughout the time periods and movements studied. Included in this is an appreciation and understanding of the role that visual culture and visual literacy play in society as a whole. This success is evidenced in the final exam (assessment), which requires critical thinking and reflection.

Final Exam: Curate and present a virtual exhibition at a virtual gallery that you connect thematically, conceptually and visually.

3. Criteria for Success (Benchmark)

80% of students will be rated at 3 or higher on assessment.

4. Summary of Evidence

Of 50 students, 46 met the benchmark. The four students who did not show evidence of success in the assessment suffered from poor attendance. This resulted in an inability to successfully participate in assessment. Again this semester, lack of general attendance appears to be connected to students not achieving the level of understanding of the course information. This does not impact the overall success of the program as attendance issues are symptomatic of academia at large.

5. Use of Results (Implications for Program Improvement & Planning)

The assessment data tell me that the course information was understood and retained, thereby meeting the benchmark. I am confident that the SLOs for this course are in line with the material and will continue to use them in assessment. As a result of analysis, I have continued and will continue to adjust the format of the class to focus on critical thinking in terms of the material. I

feel that the shift in approach and the resulting class dynamic increased success on the final exam/SLO assessment as a result. I also feel that the students left the class seeing the world differently as a result of the critical thinking approach to the material. I have removed the essay and replaced it with an interactive, group presentation that requires students to be responsible for their critical thinking development and demonstrate this through application within the assignment. In a class with a cap of 65, it is a challenge to engage students. This assignment is one example of my attempts to engage students by creating a sense of accountability for information and a more dynamic and interesting classroom culture.