

Course Assessment– Part B: Your Results & Analysis

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ART 102 – Understanding the Visual Art – 1091194 – Abby Merickel – Spring 2017

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

All ten students received a C or better on Assignment 1. The reflection paper assigned on the artist, Jenny Holzer, included class discussion, video viewing, and a one page paper.

All ten students received a C or better on Assignment 2. Each student studied the origins of block printing, designed and printed their own block which represented their personal world as a stamp. They also participated in a print exchange with classmates and assembled a small book to hold the prints.

All ten students received a C or better on assignment 3. Each student prepared a power point presentation on a specific period of art researching and presenting the historical, social, cultural, economic, and political context of that period.

Outcome #1

*

Out of ten students all completed the outcome of recognizing formal qualities in two and three dimensional arts and recognizing visual elements, artistic and cultural styles, and symbols.

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #2 *

Out of ten students all completed the outcome of appreciating and communicating individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment.

% of students who successfully achieved the outcome (C or above) *

100%

Outcome #3 *

Out of ten students all completed the outcome of deciphering the visual arts through understanding of historical, social, cultural, economic, and political contexts.

% of students who successfully achieved the outcome (C or above) *

100%

ANALYSIS

3. What contributed to student success and/or lack of success? *

Student success can be attributed to the interesting class material, class discussions, diverse visual presentations, hands-on projects, and high attendance and student engagement.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to

Student evaluations supported students' perception of their end of term mastery of the three outcomes.

your assessment (above) of student achievement of the three outcomes. *

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes. When grades were assigned for each assignment scores of 7 out of 10 could be attributed to late and incomplete assignments.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

Twelve or more students would provide better discussions and student exchange in the classroom.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

The college staff and administration promoting the course and making it a prerequisite for all studio art courses. Advising students that this is the only visual art class that is a transfer course to a four year university.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

None

9. Describe how you have shared information about course outcomes with your students.

During the first class session course outcomes are presented by the instructor. Students are also informed of how each assignment meets the specific outcome of the course.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcome: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

Focusing on specific outcomes provided me a more structured method of collecting evidence of successful student achievement. The outcomes also guided the students while they made their art history presentations.

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