

Course Assessment - Part A: Your Plan

COMPLETE

#525

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ART 102 - Understanding The Visual Arts - 1096701 - Abigail Merickel - Spring 2021

* **Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

Recognize formal qualities in two and three dimensional arts and read visual elements, artistic and cultural styles, and symbols.

* **Outcome #2**

Appreciate and communicate 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

* **Outcome #3**

Decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

No

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

GENERAL EDUCATION

* **Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Assignment #1: Reflection on modern artist: Students study and analyze modern artist's work and write reflection using visual arts language, interpreting cultural styles, symbolism, and content of work.

* **Outcome #2: Method to assess student understanding**

Assignment #2: After completing a study on the origins and history of block printing, students design, and print their own block print. Student designs are inspired by their studies and reflect their own personal response.

*** Outcome #3: Method to assess student understanding**

Assignment #3: Personal Choice Power point Presentation. Students select a chapter, studying and researching the historical, social, cultural, economic and political context of their chosen period of art. They present their findings in a power point presentation of images, and information and then quiz their classmates with discussion questions based on their presentation.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

Using a rubric I read and analyze the student's interpretation of the artist and their correct usage of the elements and principles of design language. A score of 7 out of 10 demonstrates success.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

Students are required to print an edition of their blocks, do a print exchange, and compile them in a book as well as adding a reflection on the meaning of their work, and how it relates to other cultural movements. A score of 70% or better demonstrates success.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

Presentation will be graded by observation and note taking of all components of their particular period of art. Students earning 80% or better demonstrate success.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

What was your favorite project or assignment? Explain why.

Question #2

What improvements could you see for the syllabus or course content?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Sources and Evidence" and/or "Organization and Presentation" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)