Liberal Arts Essentials Course Assessment Report

Course: ART 351 -- Art History II

Writing Unit: No

Instructor: Nikki G. Slack

Methods: Student Questionnaire and Rubrics

LAE Category: Cultural Understanding 2 Western Heritage (c)

Learning Objectives:

Goal 1 Learning Objective1:
A Muskingum College student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

Departmental Perspective 8:
A Muskingum College student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue.

A. Results

<table>
<thead>
<tr>
<th>Learning Objective or Departmental Perspective</th>
<th>Number and percentage of students exceeding expectations</th>
<th>Number and percentage of students meeting expectations</th>
<th>Number and percentage of students failing to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Stream of Evidence</td>
<td>29 (96%)</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>2nd Stream of Evidence</td>
<td>29 (96%)</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
</tbody>
</table>

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B. Student work examined

Summarize the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation, or class assignment) and attach a copy of each (from Departmental assessment instrument or other approved assessment plan).

The LAE students will define a meaningful issue, formulate a position on that issue, and at the end of the term, present results of their findings with regards to a paper or project in the course.

In regards to all of the LAE Art Courses, we as a department feel that we may also incorporate Goal 3. Goal 3 is Muskingum students will acquire multiple and integrative approaches to life long learning. Students learn of historical art in lecture courses which impacts the student when traveling to major museums and various art venues. This training remains with them throughout their lives.

To determine the level of achievement that an LAE student would attain for Goal 1, a rubric is established to measure their: level of understanding of the project to be completed.

For Goal 3, Students will complete a questionnaire evaluating their ability to research and implement information in a particular art area of study through an oral presentation, which will be measured using the attached rubric.

C. Scoring Criteria

Explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric (Departmental assessment instrument or other approved assessment plan).

The rubrics are set up on a 1-4 scale, with 4 being the highest level of achievement, and 1 being the lowest level of achievement. See attached rubrics for details on what each score represents with regards to proficiency.

Instruments used for assessment may include:

1. Testing
2. Group projects
3. Power point presentations
4. Research papers
5. Actual art work produced
6. Discussions

Questionnaires will be kept with student presentations for completion of assessment survey.
<table>
<thead>
<tr>
<th>GOAL 1 RUBRIC</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Muskingum college student will be able to define a meaningful issue or problem related to an academic area of study, formulate a position (solution or argument) on that issue, and communicate his or her position effectively to a professional audience.</td>
<td>Student was able to define and communicate understanding via written, oral (or actual art work) means through research and presentation of a major facet of the course.</td>
<td>Student was able to define and communicate understanding via written, oral, (or actual art work) means through research and presentation of a minor facet of the course.</td>
<td>Student was able to define and communicate understanding via written (or actual art work) but not oral presentation of a major/minor facet of the course.</td>
<td>Student was unable to define and communicate any understanding of a major or minor facet of the course.</td>
</tr>
<tr>
<td>Students will develop the ability to communicate information in a meaningful way related to a field of study.</td>
<td>Student was able to communicate in written form one major paper(or actual major art work) the relationship of Art and its forms to another academic discipline and/or culture.</td>
<td>Student was able to communicate in written form one minor paper or actual minor art work the relationship of Art to another academic discipline and/or culture.</td>
<td>Student was able to communicate in only written form or actual art work the relationship of Art to another academic discipline and/or culture.</td>
<td>Student was unable to communicate information in a meaningful way to another academic discipline and/or culture.</td>
</tr>
<tr>
<td>Students will develop the ability to analyze questions related to major concepts covered in a field of study.</td>
<td>Student was able to develop ability to analyze multiple questions via written format and research with 1 major paper or 1 testing and/or 1 actual art work</td>
<td>Student was able to develop ability to analyze questions via written/testing/actual art work format but missed key issues which caused a lack of clarity to major concepts.</td>
<td>Student was able to develop ability to analyze questions via written/testing/art work format but was unable to offer ability to identify multiple major key issues.</td>
<td>Student was unable to develop ability to analyze any questions related to major concepts covered in the course.</td>
</tr>
</tbody>
</table>
D. **Reflections on the course outcomes**

Why do you think students performed as they did in this class? What might be done to improve course outcomes?

I was most pleased with the course outcomes in At 451- Art History II and encouraged by the students’ assessment of this class. I felt the students performed well due to multiple factors. From a personal perspective, I feel I bring a passion and enthusiasm to the material (course content) I instruct. Also, having a prior, successful, 30-year teaching experience in various public educational venues has been most beneficial. I felt my students (with quite diverse academic majors and minors) were able to comprehend the benefits of this course and see application of this area of study beyond the actual classroom setting. The course syllabus for this course was detailed and provided student with all the necessary information on assignment requirements, deadlines, etc. Specifics on course expectations were clearly defined during the initial class introduction.

E. **Reflections on the assessment**

How might the course-embedded assessment process be improved to provide more meaningful feedback?

Art 251, 351, 451 – Art History I, II, III courses are designated “lecture” courses. A considerable amount of text material must be covered each semester. Students are expected to become visually literate, verbally literate, and be able to think critically and respond to the course material. Testing (mid-term and final), notebook completion and written response papers comprise the student assessment components. The oral participation component is somewhat compromised and could be enhanced for more individual student feedback.

F. **Plan of action**

Detail any specific changes you plan to implement as a result of this assessment. (e.g. changes in course content, delivery, and/or changes in the assessment process such as new rubrics, surveys)

The biggest change in the Art 351 (Fall, 2009) course has only recently been implemented in the sequential Art 451 (Spring, 2010) course. The delivery of the course material is now greatly enhanced with the use of the online, Janson’s History of Art, textbook. This e.text format just became available for this book in February. Having much easier access to project art visuals, maps, timelines, glossary items, etc. has been a most beneficial addition. Plus, as noted in the Art 451 (Spring, 2010) course syllabus, an oral mini-presentation is now required of each student as part of their formal assessment providing more active student involvement and participation.