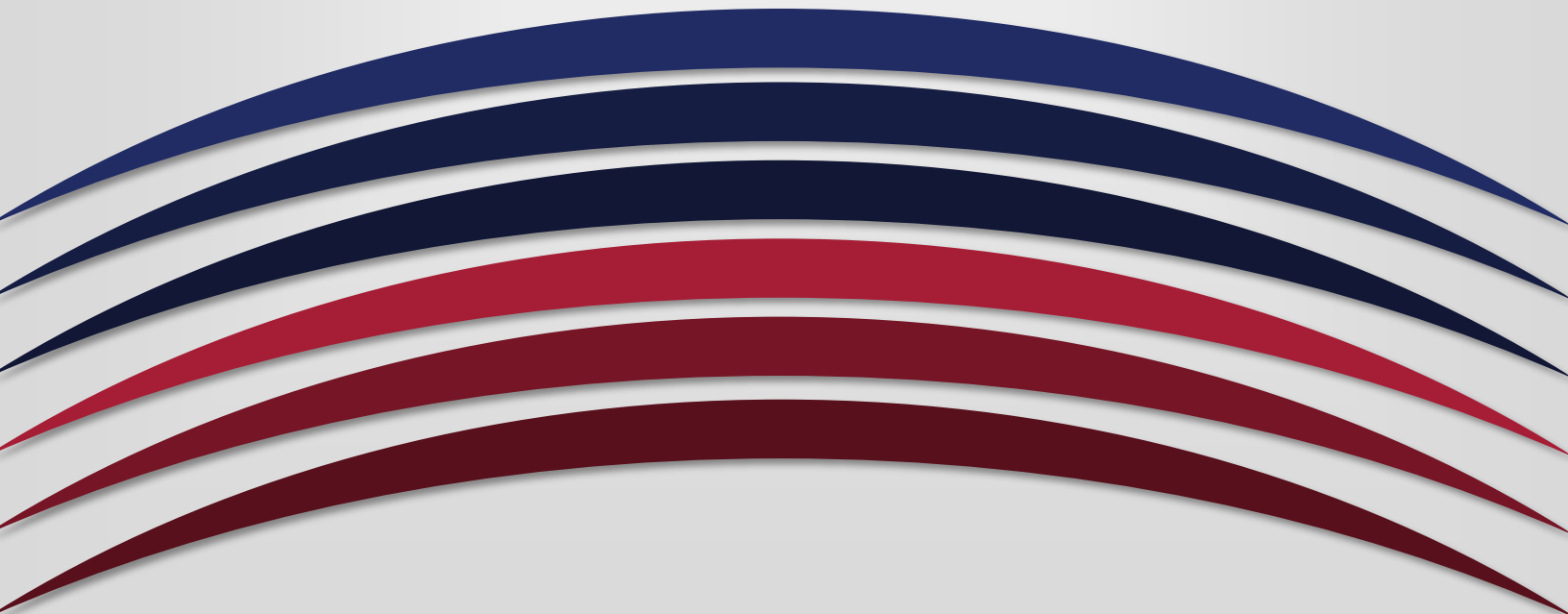


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**

**ARTS 2300: Introduction to Visual  
Art**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

The CLOs for ARTS 2300 follow the Arkansas Course Transfer System.

- Analyze the nature and function of the visual arts.
- Identify and analyze visual elements and principles of design.
- Identify varied media associated with art processes.
- Identify characteristics of a given period of art.
- Identify selected works of various artists.
- Identify and analyze the role of art in various cultures.
- Write a short analysis based on an original work of art using terminology appropriate to the course.

### 2. Which CLOs were addressed for this academic year? (2018-2019)

- Identify and analyze visual elements and principles of design.
- Write a short analysis based on an original work of art using terminology appropriate to the course.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All CLOs are being addressed in our 2019-2020 assessment plan.

### 4. Explain the assessment cycle.

Each year of a three-year cycle, we gather data from our rubric scores and hold group meetings to review data and make recommendations. In the last year of the cycle, at the end of term meeting, we will see if we reached our benchmark. If not, we will start the cycle again. If we have reached it, we will move on to Cycle 2. We do not stop collecting data on Cycle 1 classes; however, data will not be reviewed as a group.

#### **Year 1: 2018-2019**

Gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

\*Some courses required a Planning phase before data could be gathered. Planning included making standard course learning outcomes across sections and developing appropriate assessment measures and tools such as common rubrics.

**Year 2: 2019-2020**

Implement recommendations from Year 1; gathering data; organizing data to share; meet before end of term to check progress toward benchmark and make recommendations for improvement.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

**Year 3: 2021-2022**

Evaluate the effectiveness of implemented recommendations. Decide as a group to keep or change the implemented recommendations. If benchmark is reached, move on to Cycle 2 courses and restart the cycle. If the benchmark is not reached, we restart the cycle on the same courses.

Dec 1: deadline for group meeting

May 1: deadline for data analysis

**Cycle 1:**

ARTS 2300 Intro to Visual Art and ARTS 2330 Art History: Prehistoric to Renaissance, ARTS 2331 Art History: Renaissance to Modern. In Year 1 of this cycle, we are focusing on assessment of the written papers in these courses, with emphasis placed on ARTS 2300, which is part of the General Education program.

- Date for a complete assessment plan review: May 1 of Year 3. If benchmark is not reached, the cycle will restart.

## 5. What are the assessment methods? Are they direct or indirect?

Direct: Visual analysis: a 3-5-page paper analyzing a work of art the student selects and directly observes. In the paper, students must identify and analyze the elements of art and the principles of design and discuss artwork using appropriate vocabulary.

Data was previously collected for this assessment tool that was not analyzed. We “closed the loop” on that data in Fall 2018. The recommendation that was made from previous data was that students needed short, lower stakes writing assignments to prepare them for the Visual Analysis.

## 6. What are the assessment goal(s)?

Benchmark is average score of 75% on the paper.

## 7. What were the findings for this academic year? (2018-2019)

Fall 2018: All on-campus sections of ARTS 2300 were included in data collection. 87 students were measured and 77 reached the benchmark. 89% reached the benchmark. All online sections of ARTS 2300 were included in data collection. One section did not have results to report (see table in Results report under Related Documents). 90 students were measured and 86 reached the benchmark. 96% reached the benchmark.

Spring 2018: All on-campus and online sections of ARTS 2300 were included in data collection. One section, section 62, did not use the same rubric as the other sections in this report, so there is no usable data from that section. 139 students were measured and 127 reached the benchmark. 91% reached the benchmark.

## 8. What is your analysis of the findings?

Minor adjustments were made to the rubrics that were used for all fall 2018 sections, both on-campus and online. For example, the "Elements and Principles" section that was used for data collection, and the section that has the highest associated points on the rubric, was moved to the top of the rubric to signal its significance for students. The students were given copies of the assessment rubric with the handout for the paper. Lower point writing assignments which targeted the skills needed in the Visual Analysis were given out prior to the assignment of the paper. A template and/or student paper examples were included in the handout. By following these recommendations, we see success in reaching our assessment benchmark.

All on-campus sections of ARTS 2300 were included in data collection in Fall 2018. 87 students were measured and 77 reached the benchmark. 89% reached the benchmark. All online sections of ARTS 2300 were included in data collection in Fall 2018. One section did not have results to report (see table). 90 students were measured and 86 reached the benchmark. 96% reached the benchmark. All on-campus and online sections of ARTS 2300 were included in data collection in Spring 2019. One section, section 62, did not use the same rubric as the other sections in this report, so there is no usable data from that section. 139 students were measured and 127 reached the benchmark. 91% reached the benchmark.

Assessment measures that were practiced in Fall 2018 were followed, but data collection was not improved, leading to data that was not useful. Assessment for this course should be reconsidered so that all instructors participate and use data to address the CLOs.

## 9. What is the action plan for the next academic year? (2019-2020) Explain.

Continue with the practices detailed in the analysis. Recommend moving to another CLO and assessment measure for the remainder of the current assessment cycle, pending data analysis using same measurements from Spring courses.

After analysis of Spring courses: Move on to another goal or learning outcome. Latimer and Anders sections had multiple rubric copies with no associated content, making reporting a challenge. Recommendation for additional training and support in Blackboard for these instructors so that they can collect usable data from their rubrics and prepare their own reports.

Full-time faculty members on the Main campus met to develop and adopt a common Gallery Report assessment and rubric that will allow students to practice skills necessary on the Visual Analysis paper. The Gallery Report assignment and rubric will be used in all sections, including those taught by part-time instructors. Materials for this assessment will be shared by the first Fine Arts meeting of Fall 2019.

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