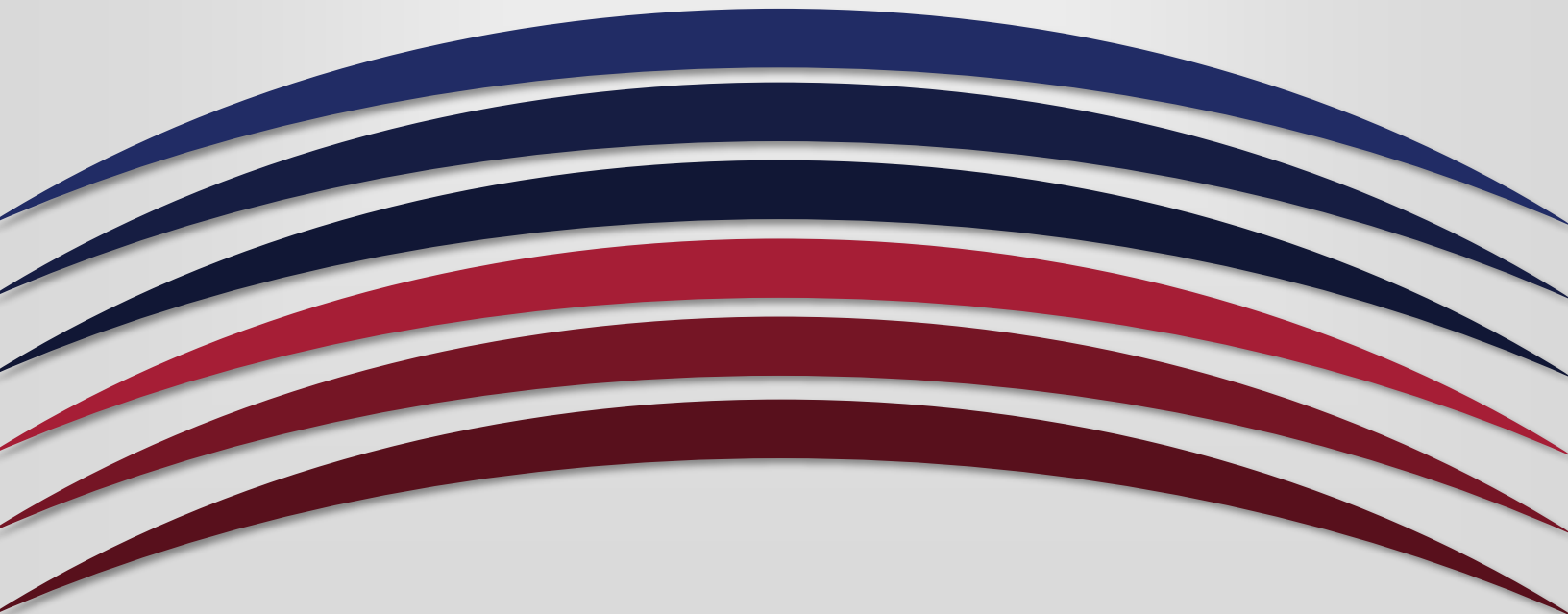# UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report: 2019-2020 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? (2019-2020)

- 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.
- Identify varied media associated with art processes.
- Identify selected works of various artists.

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

==*We did not meet this deadline. We met and discussed adjustments we needed to make in response to the COVID-19 crisis and the closure of the Arkansas Arts Center, but did not make actionable 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.

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 2019: All on-campus sections of ARTS 2300 were included in data collection. 89 students were measured and 88% 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). 96 students were measured and 97% reached the benchmark.

Spring 2020: All on-campus and online sections of ARTS 2300 were included in data collection, but there were some adjustments that were made in response to the COVID-19 crisis that may make this data less useful. We need more analysis. The changes that we made are in effect for Fall 2020, so we will know more next year. The changes are described in the analysis. 103 students were measured and 95% reached the benchmark.

8. What is your analysis of the findings?

This year, we followed a recommendation from "closing the loop" on Fall 2018 to have students complete 1-2 page gallery reports to prepare them for the Visual Analysis. When we met in December, we all had good feedback from student surveys, but the most benefit seemed to come from physically visiting the gallery and working through the questions in the report as an open discussion. As an online assignment (visiting a museum's website), the scores were above average, but there were not as many positive comments from students stating that the assignment helped them on the Visual Analysis paper.

We agreed on minor adjustments to make the rubric more user-friendly and less dense to read.

At the beginning of Spring 2020, we all agreed to assign a gallery report and took steps to share our assignment handouts, but data was not collected from these assessments across all instructors. This is part of the action plan for next year. We also added a media section to the paper to address:

- Identify varied media associated with art processes.

Students were able to successfully identify the media or process used in their Visual Analysis papers, if they completed a paper; however, adjustments were made to the assessment that may explain this.

Due to the COVID-19 crisis, we had to adjust our requirement that students analyze a work of art that they visit in-person. Students were allowed to choose works of art from

museum online collections and the textbook. This adjustment is still in place for Fall 2020. The impact of this change requires more analysis.

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:

- Identify characteristics of a given period of art.
- Identify selected works of various artists.

Slide identification exams were discussed as a method to measure this CLO, but feelings were mixed. More discussion is needed.

Full-time faculty members will develop and adopt a common exam that addresses characteristics of major art movements, key artists, and appropriate terms. The goal is not to teach the same movements and artists, but to have equivalent exposure to art history and key artists. The appropriate terms needed in the Visual Analysis should be communicated to the students, per student feedback and requests.