

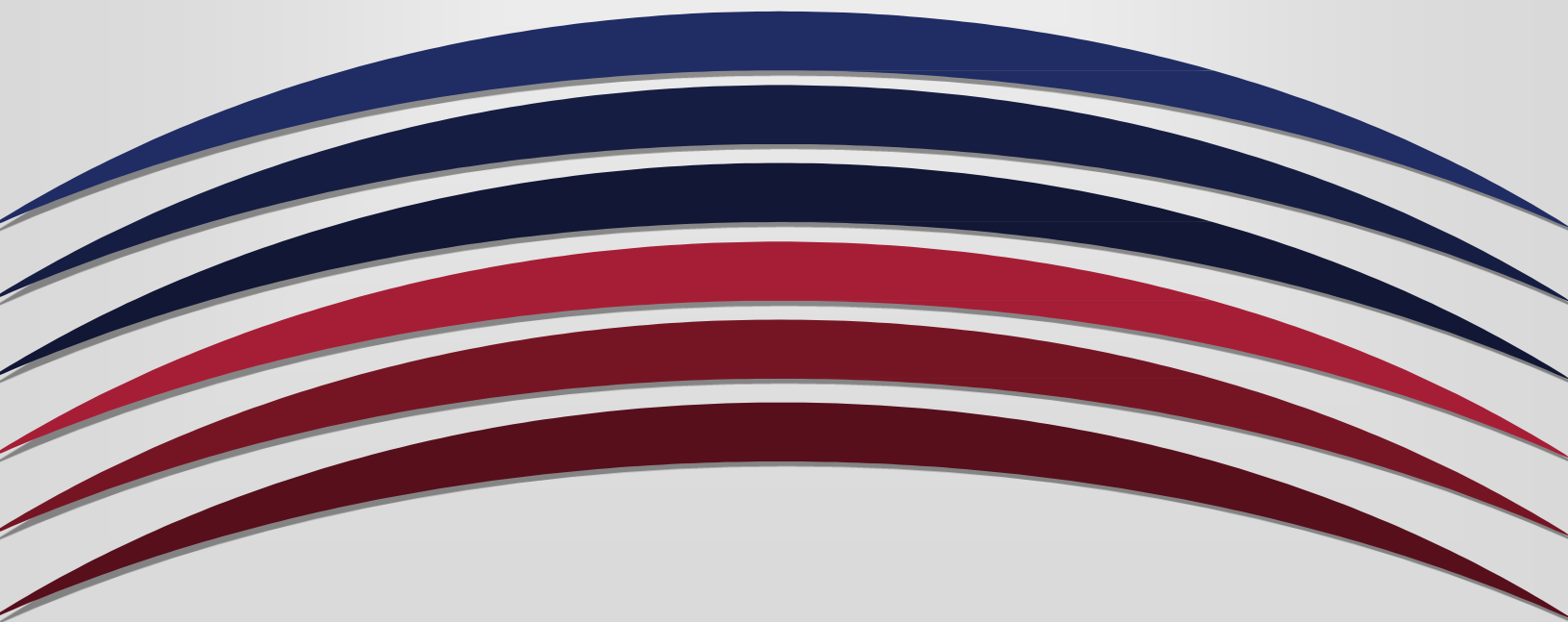
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: ARTS 2300**

**Academic Year: 2022-2023**

Due to Chair/Program Director and Faculty Assessment Chair by  
September 15



1. Name of course: ARTS 2300
2. Name of individual(s) compiling report: David Carpenter
3. Date of submission: September 15, 2023
4. Academic year: 2022-2023

## 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 the academic year?

- 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.

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

- 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.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>)

PLO list will vary depending on your Program.)

**ILO #3 Communicate effectively with diverse audiences in multiple contexts. (Communication)**

- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.

**ILO #4 Apply critical thinking skills to achieve a desired goal. (Critical Thinking)**

- Use evidence to justify conclusions.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>Students across all sections complete 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.</p> <p>The paper is graded with a rubric that includes proficiency levels for the following:</p> <ul style="list-style-type: none"> <li>• Identifies linkages between the dominant elements of art and principles of design and the content of the artwork.</li> <li>• Describes the artwork using appropriate terminology for the visual arts.</li> <li>• Discusses tools, techniques, and processes evident in the artwork.</li> </ul>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>No</p>	



How do you define success for an individual student on the CLO assessment assignment or measure?	Student submits 2-5-page paper and scores a 70% or higher	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	76% of students in the course score 70% or higher on the paper.	
How many students completed the assessment, and how many were successful?	<b>Fall</b> 175 students assessed 169 successful (96% success rate)	<b>Spring</b> 154 students assessed 153 successful (99% success rate)
Academic Year Total (add the numbers from Fall and Spring)	329 students assessed 322 successful (96% success rate)	
Was the benchmark/goal for this academic year met?	Yes, the goal was met.	
Were standardized rubrics, tests, or checklists used?	Yes, a standardized rubric and guidelines were used.	<b>No</b>

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

After norming, we are confident that the way we utilize the rubric and evaluate the visual analysis papers align with one another. With a template, exemplar student papers, and guided analysis activities, students are successful on the paper. We identified what these successful students can do in their analysis, which align to our learning objectives:

- They can describe connections between form and content, using choices the artist made to support their personal interpretations of artwork.
- They can use basic terminology related to the tools, techniques, and materials associated with visual art.

We know that students who do not submit a paper also do not successfully complete the class. We made some adjustments to focus our efforts on encouraging student to plan and prepare as early as midterm for the visual analysis paper. We informally discussed reducing the point value of the paper to reduce the weight of it in their final grade.

There is no significant difference between success rates in live and online classes. Given the same resources and support, our online students are as successful as traditional students on this assessment.

## 6. What is the action plan for the upcoming academic year? Explain.

Standardize a slide identification exam that we can use to measure how well students are able to identify characteristics of a given period of art and selected works of various artists. We collected data last year for a slide identification exam that we are piloting this year. We will have more data analysis in the next cycle.

Develop an assignment we can deliver in all sections that asks students to compare two works of art from different art periods. We want to measure how well students can discuss form and content in relation to context. Understanding the relationship between form, content, and context is fundamental to the nature and function of art.