

General Education Course CGEIP Annual Report

Title of Course Reviewed

ART274

Name of Faculty Member Preparing this Report

Mitzi Kirkland-Ives

Time and Date of Course Review Meeting

9/10/2016 9:30:00 AM

List of Participants in Course Review Meeting/Discussion

Currently this course is regularly taught by one instructor, Mitzi Kirkland-Ives. On 09/10/2016 from 9:30am-10:30am the Art and Design Gen Ed coordinators met to discuss CGEIP assessment procedure updates and the results of data collected so far: Mitzi Kirkland-Ives, Catherine Jolivette, Billie Follensbee, and Martha Mincey.

Data Discussed (student work, scores, a common question, etc.); Conclusions Reached by the Previously Mentioned Participants Regarding the Next Steps for the Course

The assessment data, rubrics, and student learning outcomes from previous semesters were shared among the Art and Design Gen Ed coordinators and it was established that every semester in which this course is offered (typically Fall term) the instructor would select at least one of the following data collection points: an essay question on an exam, a research paper, a short writing exercise. These materials have been collected each Fall semester (as they had been since spring 2013).

Student work: essay question on an exam, research paper, short writing exercise

Scores: from 3 years of assessment materials as described above (Fall 2013-Fall 2015, the most recent offering)

The general goal and learning outcomes selected (SLO9.1, SLO9.4, SLO9.5) were integrated with the art history area's own internal goals and learning outcomes as identified on the course syllabus. The Public Affairs learning outcome, "As members of a broader community, students will be able to exhibit cultural competence" and discipline-specific learning outcome that students would be able to "demonstrate an awareness of the diversity of form, content, and aims of art over time and between cultures" were both effectively measurable across the data collection points selected.

In conclusion, the assessment tools seem to be working fine, following minor adjustments to data collection points. The data derived from the contextual exam essays reflects the overall performance of the students in the course, while the data derived from the quizzes indicates that the students overall absorbed the concepts and terminology of the course and hoped-for

increased cultural competence. Overall, the results are satisfactory, as in each case, the majority of the students appear to be achieving the desired goals.

Items Chosen by the Faculty for Action

In the years since data collection for the course began, students' quiz scores, reflecting assimilation of important terms and concepts, has improved through the instructor's efforts to clarify this material through repetition and students' participatory feedback; this improvement is seen as well on the exams. Some students continue to struggle with this material, partly through poor attendance. Some additional review material prior to the exams may help some of the more motivated among these students bounce back and avoid double jeopardy. Overall the students are as a whole performing well with the essay material.

Follow-up Plans and Action Regarding the Course

The full-time faculty agreed that the most significant challenge was to engage the participation of adjunct instructors in collecting assessment data. To enhance success, it was agreed that data collection points/rubrics should be simplified and then discussed at planned meeting with adjunct faculty, seeking greater feedback from them about their experiences both with the students and with administration of the course.

As assessment data provides just part of the picture regarding the success of a course, it was agreed that this information would be checked more frequently against student feedback, including both in-class surveys and end-of-semester evaluations. Once a semester group meetings with all adjunct faculty teaching general education ART courses would afford further opportunities to discuss both success in student learning outcomes and strategies to improve delivery of the course material.

General Education General Goals from the Course

General Goal (9): Students will cultivate their intellect, imagination, and creativity as they develop an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.

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Which SLOs were assessed for this annual report?

SLO9.1

SLO9.4

SLO9.5.

Recommendations or Feedback for the Reviewing Committee About Items that Need Action at Higher Levels than the Department or about How the Process Could Be Better Supported

Instructors for the Art and Design General Education courses had been collecting assessment material linked to General Education Goals and Student Learning Outcomes since Spring 2013, based on our departmental assessment procedures but (right up until summer 2016), we had been waiting for guidance as to what was needed for the CGEIP report. Course coordinators and instructors alike would benefit from more timely and direct answers to our email questions, more models of successful reports, and clearer guidelines of what is expected earlier in the process. Making a working online form well in advance of the annual and periodic report deadlines would also be very helpful.

Describe Any Way Diversity Content Has Been Included in This Course

When students are exposed to unfamiliar art from non-Western cultures and to art from groups previously marginalized by race, class, and gender, as well as to the context and history behind all of these, they learn a more global and less insular understanding of the sources and expression of diverse values through the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.