2. **SLO(s) being assessed: Student will..**

SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging wi

3. **AGSC Content Area of Alignment:**

Area II: Humanities

4. **Assessment Method(s):**

[Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

15% of students in the above courses were assessed (51 final exams). Each faculty member teaching core art history participated in the assessment, and data was collected in each course. Faculty used one image-based essay question (image projected during exam) from each final exam to collect data. Question asked students to thoroughly discuss a well-known work of art in terms of its formal elements, media, process and technique, subject matter, historical and cultural context, reception, etc. Data reflects student outcomes at the end of the semester.

5. **Findings: What assessment data did each assessment method produce?**

Objective #1 – Develop and articulate criteria for aesthetic judgment. 53% of students in core art history courses are able to judge the structural elements of a work separately from the work’s execution. (Advanced) 35% of students in core art history courses can only distinguish structural and surface elements of an artistic work. (Intermediate) 12% of students in core art history courses can only distinguish between varying levels of execution in an artistic expression. (Basic) 0% of students in core art history courses only identify elements in the art form. (Little/None) 88% are advanced or intermediate. 12% have only basic or little skill

Objective #2 – Understand how various art forms and/or works of art both reflect and inform society at large, historically and in the present. 57% of students in core art history courses can make clear connections between specific cultural or societal influences in a particular work of art and the technical/structural elements of that work that the artist uses to make such references. (Advanced) 31% of students in core art history courses can only identify specific cultural or societal references made by the creator in a particular work of art. (Intermediate) 12% of students in core art history courses can only identify relationships between historical developments in the art being studied and historical trends in society at large. (Basic) 0% of students in core art history courses only identify topics relevant to society at large that can be addressed by artists. (Little/None) 88% are Advanced or Intermediate. 12% have only basic or little skill

Objective #3 – Be able to study, create, or participate in some form of artistic expression as a means of understanding the creative process. 51% of students in core art history courses can describe the ways in which the various individuals and processes involved in the creative process impact an individual work of art. (Advanced) 39% of students in core art history courses can clearly delineate the role of various individuals involved in the creation of a given type or art work and/or the role of various processes in that creation. (Intermediate) 10% of students in core art history courses only have a basic understanding of the individuals involved in the creation of a given type of artwork and their roles. (Basic) 0% of students in core art history courses can only understand the main parts of the process of creating a particular type of art work. (Little/None) 90% are Advanced or Intermediate. 10% have only basic or little skill

AVERAGE COMPETENCYAverage student ability in SLO 11 is at the intermediate level.
attachment name:

6. Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 11</td>
<td>intermediate</td>
</tr>
</tbody>
</table>

7. How did you (or will you) use the findings for improvement?

   [What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]

    Faculty met and discussed our findings. Last year’s results showed that instruction of cultural and historical context was the area that could benefit from more attention. Faculty teaching art history survey courses made a conscious effort to address and enhance this area of instruction and create a more balanced approach between teaching aesthetic judgment, form, process, content, and context. Objective #2 (understand how various art forms/artworks reflect and inform society at large, historically and in the present) is now at about the same outcome level as the other objectives under SLO 11 (criteria for aesthetic judgment (#1) and understand the creative process (#3)). Our plan for this coming year is to ask all faculty teaching core courses to include specific language linked to the assessment of SLO 11 on their syllabi. We will also continue to take a balanced approach to improving all areas of instruction under SLO 11. In the fall instructors will meet, along with our new tenure-track art history faculty member, to review our established departmental guidelines about content, coverage, assignments, testing styles, etc. for ARTS 1710, 1720, and 1730. We will discuss and, if necessary, augment the language of these guidelines to ensure that they are consistent with the objectives and rubrics under SLO 11.

8. Additional Comments:

   [What else would you like the Committee to know about your assessment of this course or plans for the future?]

9. Committee Comments: