## Assessment of Course Student Learning Outcomes

<table>
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<tr>
<th>COURSE ALPHA/NUMBER:</th>
<th>Art 113</th>
<th>Semester/Year:</th>
<th>Fall 2008</th>
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<tr>
<td>Instructor:</td>
<td>Snowden Hodges</td>
<td>Date Submitted to Department Chair:</td>
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**Identify the Course Student Learning Outcomes assessed this semester.**

The student learning outcomes for the course are:
- Complete assignments that reflect the use of basic visual elements to create an illusion of space and form.
- Use linear perspective.
- Demonstrate through drawings, skill in hand-eye coordination.
- Use skillfully a variety of drawing materials and techniques.
- Identify drawing materials and techniques used by the old and modern masters.
- Students will demonstrate careful and timely completion of home assignments.

**How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?**

- Develop skills that improve personal well-being and enhance professional potential.
- See the arts as a necessary and transformative aspect of human experience
- Develop artistic skills and creativity

**What skills or competencies are necessary for the student to perform the selected SLOs?**

- Complete assignments that reflect the use of basic visual elements to create an illusion of space and form.
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- Use skillfully a variety of drawing materials and techniques.
- Identify drawing materials and techniques used by the old and modern masters.

**What instructional methods or materials are used to prepare the students?**

Instructor demonstrates each process using appropriate drawing material.

Instructor works individually with each student.

Instructor lectures when appropriate, using multimedia presentations, which includes slides of masterworks.

Instructor shows examples of finished student work to illustrate the possibilities for success in carrying out the concepts and processes.

Students work with a range of media in order to learn about and understand linear perspective, value shapes, mapping and measuring, sketching and rendering, methods of drawing fabrics and drapery, and beginning portraiture.

**What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?**

The major assessment task involves the completion of home assignments. The following instructions are given to the students:
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The major assessment task involves the completion of home assignments. The following instructions are given to the students:

“Guidelines for Home Study
1. You will receive one Home Study sheet each Tuesday. Read it through carefully before, during, and after you finish drawing.
2. Spend at least four hours on each Home Study, more when necessary to do the job adequately. Follow both the letter and the spirit of all instructions on Home Study sheet. Make all necessary changes in your drawing to bring it in line with instructions.
3. Follow instruction for sheet size explicitly. Make your drawing as large as it could possibly be drawn on the sheet. It must go to within an inch of the top, bottom, or sides, as appropriate. If the drawing falls short in size, erase it and redraw it correctly.
4. You will be completing one Home Study per week. It must be displayed in class the following Tuesday, and left on the wall for observation and criticism until class ends.

1. **Explanation**: Everyone in this course improves considerably, and helps others through his/her drawings. Everyone has something to offer, often when he/she least expects it. For this reason it is mandatory that every student display his/her home drawings every week, without exception.

5. Firmly spray-fix all drawings at home, before bringing them to class. (Read instructions on can.)
6. Clearly print your full name, lower right corner, on all displayed drawings. In printing, place last name first.
7. Assessed in verbal critiques of home assignments.”

The instructor scores Home Assignments on a four point rubric. A “4” means the SLOs were demonstrated effectively. A “3” indicates they were demonstrated satisfactorily with some room for development. A “2” means there was demonstration of two of the SLOs but the others were in development. A “1” indicates that the work is still in development.

The criteria for success is that 60% of the students receive 4’s and 3’s.

What are the results of the assessment?

- 12 students received 4’s.
- 6 received 3’s
- 3 received 2’s.
- 2 received 1’s.
86% of the students received 4’s and 3’s.

How will you use the results? What changes do you propose to improve student learning? When?

I adjust each class as is appropriate to the ability and skill level of the current students. I tailor the presentations and assignments as I assess the learners as they progress through the semester. And this has been and will continue to be my practice with each new semester and with each new set of learners.

The overwhelmingly positive feedback on student evaluations indicates that my methods are successful and work well with all kinds of different learners.
It has occurred to me while I have been completing the “Assessment of Course Student Learning Outcomes” forms that the assessing of students of studio art doesn’t quite fit within the structure and questions on the form. Assessing students in studio art classes, to a certain degree, has always been far more authentic than other assessments in most disciplines. Art instructors are constantly giving students individual formative assessment and the final critique encompasses summative assessment at its best.

Consider the following from the article, “Put Understanding First” by Grant Wiggins and Jay McTighe (two of the foremost authorities on assessment.) Here they are describing the role of the teacher when providing effective assessment: “…teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.” What they describe is what art instructors do almost every day in studio classes.

The Harvard Education News Letter (September/October 2008) published a list of eleven “Skills for the New
Century.” Among them were: critical thinking, problem-solving, collaboration, creativity, self-direction, adaptability, responsibility. These skills are being constantly taught and reinforced through both the formative and summative assessments in studio art classes.

I’ve attached an article (“Art For Our Sake”) about the teaching of art. Although the article focuses mostly on high school I think the points are germane to college teaching as well and are exemplified in the studio art classes I teach.