General Education Annual Course Assessment Form

Course Number/Title  ARTH 15  GE Area  C-1

Results reported for AY  2017-2018   # of sections  4   # of instructor  1

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Department Chair:  Anthony Raynsford  College:  Humanities & The Arts

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1)  What SLO(s) were assessed for the course during the AY?

All.

From the SJSU General Education Guidelines:

1. recognize aesthetic qualities and processes that characterize works of the human intellect and imagination;
2. respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
3. write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

(2)  What were the results of the assessment of this course? What were the lessons learned from the assessment?

During AY 2017-2018 ARTH 15: Introduction to Visual Culture was taught by Dr. Isabelle Pafford. The course was originally designed by Associate Professor Dore Bowen designed in 2009, and the 2016-2017 syllabi reflect the course as she originally designed it.

ARTH 15 is intended to offer an interdisciplinary approach to visual culture and a broad understanding of the arts. The course textbook, lectures, and museum visits work toward this goal by providing many examples of visual culture, as well as approaches to “reading” images in context. The currently assigned textbooks — Joaquim Negreiros and Richard Howells, Visual Culture and Susan Barnes, An Introduction to Visual Communication — have now replaced the more difficult textbook that the previous
assessment deemed to be too challenging for lower division students. The new textbooks, based on responses to quizzes and writing exercises, seem to be better calibrated to median student comprehension.

In terms of SLO 1, the class lectures and the final review provide ample opportunity for students to memorize key works of art. Students are provided with study images and concepts to help review the material from the textbook. Assessment was based on the evaluation of one written assignment and one paper assignment. Many students found it challenging to articulate aesthetic ideas on an abstract level. This is perhaps not surprising for an introductory class in which most of the students have had little or no experience in Art History.

In terms of SLO 2 and 3, this course is intended to teach students the tools to communicate ideas effectively both in speaking and in writing, as well as the capacity for critical and creative thinking. The writing assignments, paper, and presentations are an important motor toward integrating class material into written and oral communication. In addition, students are taught research skills in to expand their knowledge base with skills that will help them in the future. To this end the assigned paper provides the opportunity to teach research tools/skills in class (how to conduct database searches, locate and build bibliographies, discriminate amongst sources, etc.). Rebecca Kohn, the library liaison for Art and Art History and Visual Culture, provides a presentation on research skills to the class as well. Assessment, here also was based on the evaluation of one written assignment and one paper assignment. Overall, a greater percentage of students met or exceeded the standards set by these two CLO’s.

The course also includes multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse backgrounds and experiences. This objective is accomplished through the broad array of examples in both the textbook and lecture. This goal is also facilitated through personal exchanges amongst the students in class. A museum or gallery field trip, such as to the MACLA/Movimiento de Arte y Cultura Latino Americana in San Jose, also serves this purpose. Dr. Pafford has further developed assignments in this course to align with all SLO’s, using new material from popular culture, as well as from ancient art.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are
not, what actions are planned?

Yes.