General Education Annual Course Assessment Form

Course Number/Title _____ARTH 72______________ GE Area ____________Area C1________________

Results reported for AY ___2017-2018____ # of sections ______5_______ # of instructors ________2______

Course Coordinator: _____Dore Bowen_________ E-mail: __<dore.bowen@sjsu.edu>_________

Department Chair: _______Anthony Raynsford_______ College: _________H&A____________________

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 to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

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

All

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

ARTH 72 contextualizes specific designed objects and instructors structure it thematically within a standard chronology. Dr. Elizabeth Consavari has been teaching the majority of sections for this course, and she significantly updated the content and testing procedures for this course in 2016-17. Results have thus far been positive, with students generally meeting or exceeding all GELO expectations.

Quizzes and examinations assessed the following learning outcomes during this cycle: ability to translate visual perception into verbal communication; recognizing basic issues inherent to designed objects in general; knowledge of aesthetic qualities and social contexts; and understanding of basic themes and problems in design. Written assignments on design topics, in addition to fulfilling basic GE writing requirements, assessed the following learning outcomes: writing clearly and effectively using terminology appropriate to the field of design; ability to interpret designed objects from multiple points of view; learning the design characteristics of examples studied; knowledge of the issues related to and accomplishments of diverse cultures as reflected in examples of design; and understanding of how design is affected by its cultural and historical contexts.

Student success in achieving learning outcomes was assessed in two ways. First, written assignments were assessed for evidence of improvement in three areas: style, organization and content. Improvements in style and organization provided evidence that students were increasingly able to write clearly and effectively on a variety of topics. Improvements in content showed specifically that students were able to interpret designed objects using the conceptual tools and historical information acquired in the course. Second, quizzes and exams were assessed for knowledge of design issues and ability to translate visual perception into verbal communication. Students were required to know the definitions of key concepts and be able to apply these concepts meaningfully to design examples. Many students in this course are challenged because of their lack of basic skills writing and reading comprehension, and improvement to
these skills followed accordingly. In all sections, most students were able to assimilate concepts based on key terms and learn skills in formal analysis. On this basis, learning outcomes as whole were successful. On the broader, more subtle level of intellectual synthesis, the results were mixed and harder to measure.

During 2017-18, Professor Consavari conducted class polls at two separate points in the class due to the increased presence of Freshmen in her sections. The first poll found that students possessed relatively little base knowledge about design and art history. The second poll found a somewhat higher base knowledge regarding sustainability.

(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.)

The course will continue to experiment with different readings and subject matter to address the broad audience of incoming majors in Art and Design.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are in alignment. Only slight modifications are planned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

N/A (Area C1)