General Education Annual Course Assessment Form

Course Number/Title ______ ARTH 72 ______________ GE Area _____C1__________________________

Results reported for AY ____2014-2015______ # of sections ____x____ # of instructors ____3____

Course Coordinator: _____ Beverly Grindstaff ___________ E-mail: ___<beverly.grindstaff@sjsu.edu>_____

Department Chair: ______ Anne Simonson___________ 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 SLO(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?

Students in ARTH 72 have a wide range of backgrounds and competencies in design knowledge and writing. ARTH 72 contextualizes specific designed objects and most instructors structure it thematically within a standard chronology. Students with reading comprehension problems or those with difficulties in abstract thinking often find this to be a challenging course.

Quizzes and examinations assessed the following learning outcomes: 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, in addition to fulfilling basic GE writing requirements, assessed the following additional 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 learned in the course. Second, quizzes and exams were assessed for both 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 examples of design.

Many students in this course are challenged because of their lack of basic skills writing and reading comprehension. Minor improvements could be found among such students, but a single
course, such as this cannot make up for a missing foundation in these areas. Such students, however, were able to assimilate concepts based on key terms and learn skills in formal analysis. On this narrow basis, learning outcomes as whole were successful. On the broader, more subtle level of intellectual synthesis, the results were mixed and harder to measure.

Two to four people per year teach the ARTH 72 and it is closely monitored for consistency across sections. Particularly successful content, readings and assignments are continued in each new instructor’s courses, and otherwise implemented to address student success. In 2011-12, course were revised to include new readings and assignments intended to reduce the total number of key concepts and terms to be learned while also intensifying the depth of study in each conceptual area. This change made learning outcomes easier to assess, improved assessed learning outcomes and student satisfaction with the course. Difficulties with abstract thought were overcome through repeated application to concrete examples, both in class discussion and in assessed work. Course materials, including images, course materials and assignments were enhanced through an optimal combination of the extensive resources of the Visual Resources Library and D2L and now the Canvas educational shell. These modifications appeared to enhance student learning and satisfaction with the learning environment. In 2014-2015, instructors and the GE Assessment Coordinator collaborated on an ARTH 72 Reader, a shared online resource offered to students without charge and supported by a SJSU TAP grant intended to increase student success. For the Spring 2015 semester, King Library loaded the ARTH 72 Reader into sections’ Canvas pages, and it enjoyed a successful debut as a supplementary textbook that also helped standardize sections. The Reader and/or it constituent articles, chapters and other readings will continue into the 2015-2016 academic year.

(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 changes are anticipated at this time.

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.

(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).