**General Education Annual Course Assessment Form**

Course Number/Title: ARTH 15  
GE Area: C1

Results reported for AY 2018-2019  
# of sections: 4  
# of instructor: 1

Course Coordinator: Dore Bowen  
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Department Chair: Anthony Raynsford  
College: Humanities & The Arts

**Instructions**: Each year, the department will prepare a brief (two pages 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 GELO(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 2018-2019 ARTH 15: Introduction to Visual Culture was again taught by Dr. Isabelle Pafford. The course was originally designed by Associate Professor Dore Bowen in 2009. Dr. Pafford has since tailored the course and is successfully teaching two sections a semester.

ARTH 15 is intended to offer an interdisciplinary approach to visual culture and a broad understanding of the arts. The assigned textbooks are Joaquim Negreiros and Richard Howells, *Visual Culture* and Susan Barnes, *An Introduction to Visual Communication*. The course textbook, lectures, and museum visits work toward the course GE goals by providing many examples of visual culture, as well as approaches to “reading” images in context. The course requirements include a 3-5-page paper, an outline and summary, a two-minute presentation, two graded essays.

In terms of GELO 1, the class lectures and the final review provide an 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. Out of 10 assignments assessed, nine were found to have met the minimum threshold for this GELO and six were found to have substantially demonstrated it.
In terms of GELO 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 GELO’s. Out of 10 assignments assessed, eight were found to have met GELO 2 and seven to have met GELO 3. There seemed to be some issues among students for whom English is a second language.

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 GELO’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 (GELOs), 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) 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.