

2014/15 Instructional Program Review

Course-Level SLO Assessment

▼ Text and Image Section

The Art-Fine Art Course Level SLO Assessment process closely follows the direction taken at the Program Level to measure and achieve successful student learning outcomes. The Fine Art Department has established a body of comprehensive and highly focused SLOs for each course of study that fully support and are linked to achieving the ILOs and advancing the Strategic Direction and Goals of Mesa College. Shown below are the Art-Fine Art Department SLOs adopted and refined in 2012-2013 that form the foundation for each course SLOs.

1. Global Awareness:

Students will develop the ability to expand the vision of the role of art in the greater culture.

Students will develop an awareness of cultural diversity (and its use/effect on art-making).

2. Historical Awareness:

Students will develop the ability to engage visual art as defined in a progression of change.

3. Critical Thinking:

Students will develop the ability to affect critical thinking in visual terms.

4. Visual Literacy:

Students will develop the ability to employ art concepts and terminology effectively. Students will develop the ability to understand the creative process of art-making.

5. Technological Awareness:

Students will develop the ability to understand materials, methods and techniques both historical and contemporary and the contexts in which they are employed.

1. Describe your assessment plan time line that assures each Course-Level SLO will be assessed within the six year accreditation cycle.

This year and next will be dedicated to SLO assessment for relevancy and completeness as a major factor in measuring individual course success. Beginning in 2017 the Department will organize a series of discussions to amend and/or add to our Course Level Outcomes. Please see the Attached ARTF SLO Course Assessment Matrix.

2. Describe your Course Level SLO assessment process.

Fine Art Department The Adopted Model for Measuring Student Achievement at the Course Level Mirrors the Program Level Paradigm.

The instructional measurement model the Fine Art Department has adopted for Course Level assessment is based on heuristic techniques and relies on the rigorous evaluation of student performance in meeting clearly defined learning objectives. It is an instructional tool that is both standards based and principle driven and recognizes that learning activities and outcomes must be designed so that Mesa students at graduation demonstrate college level proficiency in general education and essential competency in a fine arts discipline. The course assessment model specifically measures critical thinking skills, reasoned judgment and self-knowledge and avoids arbitrary standardization and quantification for quantification sake. In their place, the Art Department offers a demonstration and a measure of student competency in visual literacy and successful art practice using:

A. Success attainment metrics (quantifiable standards) established for each course SLO and the overall course evaluation metric,

B. Success attainment rates established for each course SLO and overall attainment rate,

C. Grading rubrics that establish criteria and measurement factors for grade assignment,

D. Measurement tools allowing for documentation of a comprehensive projects/assignment completion history for each student,

E. Written evaluations on student projects discussing qualitative and quantitative factors in grade assignment,

F. Dialogue and student feedback to instructor during class critiques, individual counseling and student evaluation on course content, quality of instruction and delivery methods.

G. Quality of student art work prepared for semi-annual student art exhibition.

The following is a description of that process and the paradigm constructed to document its efficacy. With this instructional assessment program, we feel we have the right set of tools to deliver an effective learning experience for our students.

FINE ART DEPARTMENT STUDENT LEARNING ASSESSMENT PARADIGM– see Attachment: SLO Learning Assessment Paradigm

3. Provide an overview of significant findings and actions you have taken to improve student outcomes.

In the years that the Department has explored the relationship between successful pedagogy and student success, a number of general findings and improvement actions surfaced and form the basis of our efforts to improve student learning outcomes at the Course Level. In summary, there is ample demonstration in fine art related fields of study that students learn most effectively when:

- Students understand course and program goals and the characteristics of excellent work.
Improvement Actions: Thorough review with students of the Course Syllabus. Preparing a coherent Course Syllabus, Lesson Plans and Assignments that are plainly tied to the SLOs, with grading criteria that is easily understood and relevant. Assignments & Projects are carefully and completely written and include specific objectives and guidance on how students can gauge their success. Constant reference throughout the course of study to the Course Outline with its SLOs and with learning objectives reiterated and exemplified in the assignments/projects. Narrative comments accompanying the letter grade on projects/papers reference the SLOs and specific learning objectives for that particular assignment.
- Students are academically challenged and encouraged to focus on developing higher-order thinking skills, such as critical thinking and problem solving, as well as discipline-specific knowledge.
Improvement Actions: Assignments are given that challenge the student intellectually and are patterned in a way that increases in complexity and depth as the course progresses. Technical and manual skill training are deftly incorporated into an intellectual framework that the student adopts in deciding on the work elements and composing the work's final content.
- Students spend more time actively involved in learning and less time listening to lectures.
Improvement Actions: Class time is divided between lectures/presentations/and discussion and a greater portion of time dedicated to project completion. Projects are assigned with the built-in needs to work in class, in the field, independently and/or in group.
- Students have positive interactions with faculty and work collaboratively with fellow students; all learners—students and professors—respect and value others as learners.
Improvement Actions: Class critiques are a central feature in the course and are seen as integral to the building of student awareness, confidence and motivation. Individual/group work critiques are led with a positive, yet intellectually critical method of inquiry. Instructor and student comments are delivered in a respectful and constructive manner and grading reflects both level of effort and relative technical success.
- Students participate in out-of-class activities, such as co-curricular activities and learning opportunities, that build on what they are learning in the classroom.
Improvement Actions: Courses include visiting selected art exhibitions at museums/galleries and trips to artists' studios. Student prepare Reaction Papers that are graded and include narrative comments on their critical and analytical content.
- Students have opportunities to revise their work.
Improvement Actions: Experimentation and risk taking is emphasized, within the time constraints of the assignment, and opportunities to revise and re-think work is built into the time provided.
- Students reflect on what and how they have learned.
Improvement Actions: Student feedback on assignments and their perception of their progress in attaining the learning objectives are sought through class discussion, office visits, the Reaction Papers and Student Feedback Forms. This process provides vital information in shaping the course content through revising lesson plans and project assignments.
- Students have a culminating "capstone" experience, such as a class critique or student exhibition.
Improvement Actions: Student exhibition of work are routinely scheduled with students participation in the selection process. This is a significant motivating and confidence building event.

Additional successful strategies that the Department has adopted in developing course construction and delivery include: engaging students in multidimensional "real world" tasks, accommodating individual learning styles, and making assessments that are intertwined with learning activities and focus on the most important course objective and outcome.

Partial Source: Middle States Commission on Higher Education, Student Learning Assessment, Options and Resources, 2007

4. Results of Actions Taken: This year (2014) and during the 2014-2015, we will be assessing student progress toward reaching the attainment metrics established for each course in the curriculum. After review, the Department will be positioned to make changes and refinement to course delivery methods, content and success criteria based on the gaps in student success rates.

▼ Attachment Section

Files:

 ARTF SLO Course Assessment

 SLO Assessment Paradigm

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