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|--|---|------------|------------|------------|-------------|------------|------------|
|  | Curriculum Committee Meeting Dates 2021-2022 <i>Submit curriculum at least 4 weeks prior to desired meeting date.</i> March 11, 2022 is the last available meeting for revisions to be effective for 2022 Fall. | | | | | | |
| | 08/27/2021* | 09/10/2021 | 09/24/2021 | 10/08/2021 | 10/22/2021 | 11/12/2021 | 12/10/2021 |
| | 01/28/2022 | 02/11/2022 | 02/25/2022 | 03/11/2022 | 03/25/2022* | 04/08/2022 | 04/22/2022 |
| For help completing the DE Addendum, refer to the DE Addendum module on the Canvas Keep Teaching Site. | *No action items at meeting | | | | | | |

ART-17 SLOs 1-4

Results Explorer

Count scores from:

Section Direct and Collective Scores

Course

ART17 - Basic Drawing

Terms

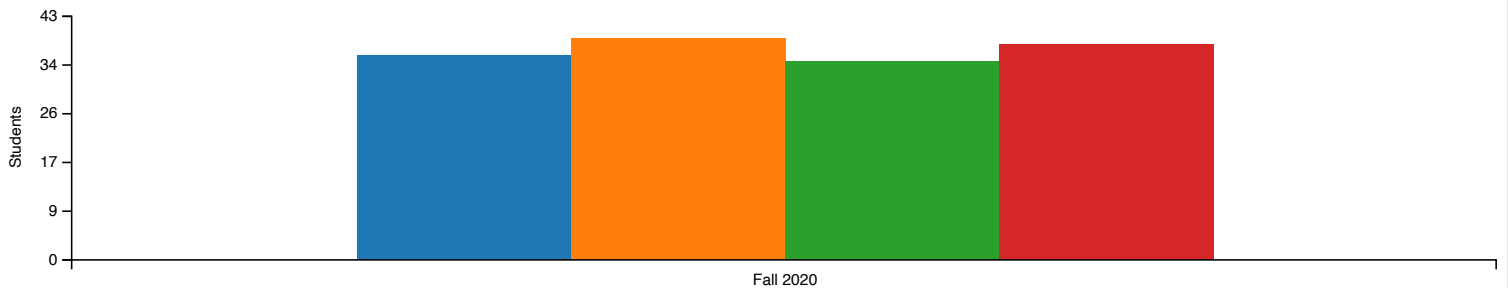
Fall 2020

Show results as:

Count

Include Inactive SLOs

SLO Performance



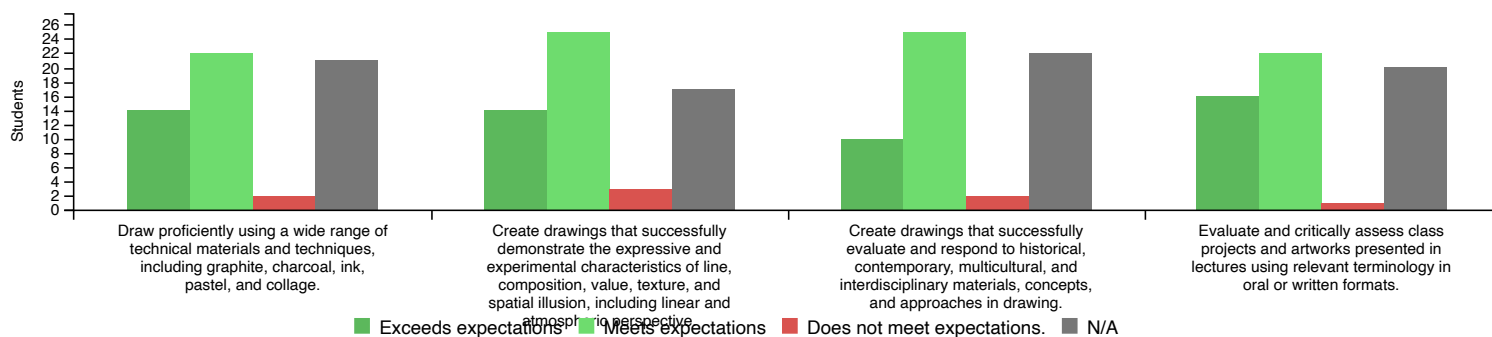
■ Draw proficiently using a wide range of technical materials and techniques, including graphite, charcoal, ink, pastel, and collage.

■ Drawings that successfully demonstrate the expressive and experimental characteristics of line, composition, value, texture, and spatial illusion, including linear and atmospheric perspective.

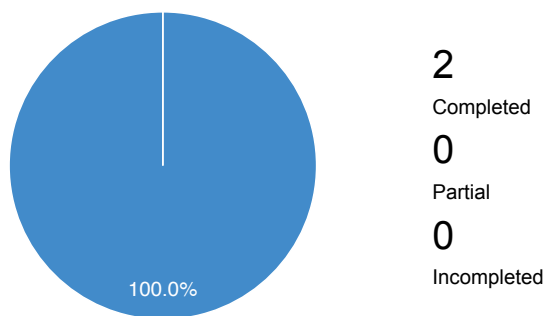
■ Create drawings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in drawing.

■ Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats.

Student at Each Mastery Level per SLO



Evaluator Reflections



SLO Performance Term by Term

Assessment Rubric

| SLO | Exceeds expectations | Meets expectations | Does not meet expectations. | N/A |
|---|----------------------|--------------------|-----------------------------|-----|
| | 2 | 1 | 0 | |
| Draw proficiently using a wide range of technical materials and techniques, including graphite, charcoal, ink, pastel, and collage. | 14 | 22 | 2 | 21 |
| Create drawings that successfully demonstrate the expressive and experimental characteristics of line, composition, value, texture, and spatial illusion, including linear and atmospheric perspective. | 14 | 25 | 3 | 17 |
| Create drawings that successfully evaluate and respond to historical, contemporary, multicultural, and interdisciplinary materials, concepts, and approaches in drawing. | 10 | 25 | 2 | 22 |
| Evaluate and critically assess class projects and artworks presented in lectures using relevant terminology in oral or written formats. | 16 | 22 | 1 | 20 |

Faculty Reflections

Reflection Template

| | Course | Organization | Date | Activity | Highlight | |
|--|--|--------------|------|------------|-----------------|--|
| Kessner, Lindsay | ART17 - Basic Drawing | ART-17-E9653 | Art | 12-30-2021 | ART-17 SLOs 1-4 | |
| Briefly describe the assessment tool (quiz, paper, exam question, portfolio, etc.) and its effectiveness in measuring achievement of the outcomes. | For the assessment, I used a pastel and mixed-media landscape drawing assignment, which incorporated a variety of strategies for creating spatial illusion including linear perspective. The project built on lessons covering composition, line, value, texture, and color well as a preceding collage assignment. This assignment was effective in measuring outcomes because it was designed to allow students to bring together and demonstrate knowledge and skills gained over the course of the class. While it did allow assessment of the evaluation interdisciplinary materials and multicultural perspectives, it was not necessarily ideal for the evaluation of the second of those two outcomes. | | | | ★ | |
| Describe any changes made since last assessment that may have impacted student learning. | The transition to remote learning for fall 2020 impacted student learning in many ways, particularly in how the students evaluated and critically assessed the work of fellow students and art historical examples. Rather than in class critiques and discussions, this work was largely completed through discussion boards. Additionally, conducting demonstrations over video changed how students learned to draw and complete assignments. | | | | ★ | |
| Describe any issues, themes, or ideas that emerge as a result of this assessment. | Student enthusiasm for communicating with one another through discussion boards was much greater than I expected and offers an opportunities to meet outcomes in new ways utilizing this resource. Presenting information in digital formats changed the amount of information I was able to effectively impart to students in a lesson. Finally, there could be more attention to learning outcome #3 in class, particularly with regard to the creating drawings that successfully evaluate multicultural approaches to drawing. | | | | ★ | |
| What action, if any, such as changes to instruction, content, etc., might be warranted? Information entered here may be used in departmental review. | Moving forward in remote instruction, expanded opportunities for students to express what they have learned in online discussion boards could be very useful. Keeping material and skill demonstration videos under 5 min. will help with student comprehension and assimilation of information. Breaking up course content into smaller chunks than I would normally in an in-person classroom setting will help students better meet the learning outcomes. I intend to go deeper with fewer themes and divide lessons into shorter segments with scaffolded assignments so that students have opportunities to confirm that they comprehend the various aspects of complex ideas, as well as visual and technical strategies. It would also be beneficial toward students meeting learning outcome #3 to add assignments that provide students with the chance to explore non-western historical and contemporary drawing approaches. | | | | ★ | |
| Smith, Dean | ART17 - Basic Drawing | ART-17-E9652 | Art | 12-11-2020 | ART-17 SLOs 1-4 | |
| Briefly describe the assessment tool (quiz, paper, exam question, portfolio, etc.) and its effectiveness in measuring achievement of the outcomes. | Several assignments were used to assess the different SLOs (and sometimes individual parts of SLOs), which were presented in canvas discussions each week, where students shared their assignments and gave feedback to their peers. Feed back on their peers work was required every week, which satisfied SLO number 4. (which was easy to assess this semester!) To find my input numbers (for, Exceeded, Met, Does Not Meet, or N/A) with he other SLOs, I went through the pertinent discussions forums (assignments) and tabulated scores. If more than one assignment was used to determine an SLO, I then averaged the numbers for input between the 2 or more assignments. | | | | ★ | |
| Describe any changes made since last assessment that may have impacted student learning. | Since last semester, all learning was moved to online only. This probably had the biggest impact to learning, as content delivery had to be reimagined, (mostly turned into instructional videos), and feedback then given (not in real time/ face to face) but in written form, each week. Students were expected to work more independently, and made their own schedules. Some 'extra' assignments (to make the course load from home more manageable) were removed from the class. This meant a manageable work load, if slightly less enriching. | | | | ★ | |
| Describe any issues, themes, or ideas that emerge as a result of this assessment. | It is noteworthy to point out that online classes have a larger drop out rate than face to face classes, and especially in the time of covid, larger than normal numbers of students dropped this semester, sometimes very inexplicably. This means larger than normal amounts of students could not be assessed this semester, for some of the SLOs. | | | | ★ | |
| What action, if any, such as changes to instruction, content, etc., might be warranted? Information entered here may be used in departmental review. | I do not think any changes to my online content will be made for future online sections of this course. I structured my course to be accessible asynchronously, with very detailed demo videos, to be accessible to a larger population of "online" students, with relatively good success! The only thing I may try (even more vigilantly) is to reach out and be aware of students who tend to slip through the cracks and disappear, toward the end of the semester. Just an observation: I think the "community" setting of being in classroom, physically, affords more direction for typical drawing students, leading to better success, and affords them more content, motivation, and enrichment. I think that online classes serve a purpose, but to a smaller population of students. | | | | ★ | |