

ARHA 2305 Introduction to Visual Art

Guidelines for CAAC Reports

Due February 19, 2016

Submit report to the Core Council Liaison

Include in the reports:

1. Data in the spreadsheet provided by the Core Council.

Please include any suggestions for improvements.

The instructions are confusing and are nearly impossible to read.

2. Describe the process followed to randomly select sections. Include suggestions for improvements.

All instructors from Fall15 were asked if they had a final exam or other material that had objective questions relating to identifying artists, works of art, periods of art, and non-western material. Based on responses, and considering what material would be easiest to work with, one section was selected, and that instructor provided all her final exams to be evaluated.

We selected four questions from her final exam, which are described below, and below each question is described what would be considered High, Medium, and Low. The attached chart shows how each student answered the four questions, whether the answer was considered High, Medium, or Low, and the student's grade on the entire final exam.

Knowledge 2.1, Standard 1, Artistic Periods, Genres & Movements

Question 72 – focus on an important art movement, Abstract Expressionism

Identify the artwork on the screen:

- a. WOMAN AND BICYCLE, Picasso, Spanish, 20 C, Cubism
- b. SEXUAL FEMALE, Willem de Kooning, Am, 20 C, Abstract Expressionism
- c. WOMAN AND BICYCLE, Willem de Kooning, Am, 20 C, Abstract Expressionism
- d. CHILDREN'S ART, anonymous grade school child, 20 C, American

The correct answer is c. This was ranked High.

A partially correct answer is b. This was ranked Medium.

Incorrect answers are a and d. These were ranked Low.

Of the 29 tests evaluated, 26 students got the answer correct, none (0) got the answer partially correct, and 3 incorrect.

Knowledge 2.1, Standard 2, Exemplary Artists

Question 71 –focus on a particular important artist, Caravaggio

Identify artwork on the screen:

- a. FALL OF A ROMAN SOLDIER, Raphael, Renaissance

- b. CONVERSION OF ST. PAUL, Caravaggio, Early Baroque
- c. CRUCIFIXION OF ST. PETER, Caravaggio, Early Baroque
- d. THE CONVERSION, Leonardo da Vinci, Renaissance

The correct answer is b. This was ranked High.
 A partially correct answer is c. This was ranked Medium.
 Incorrect answers are a and d. These were ranked Low.

Of the 29 tests evaluated, 24 students got the answer correct, 3 got the answer partially correct, and 2 incorrect.

Knowledge 2.1, Standard 3, Important Artistic Works

Question 70 – focus on a particular, famous, work of art, Michelangelo's *David*

Identify artwork on the screen:

- a. DONATELLO, Raphael, 16 C, Renaissance
- b. GOLIATH, Michelangelo, 16 C, Renaissance
- c. THE DAVID, Michelangelo, 16 C, Renaissance
- d. THE DAVID, Donatello, 15 C, Renaissance

The correct answer is c. This was ranked High.
 Partially correct answers are b and d. These were ranked Medium.
 The title and artist are both incorrect in a. This was ranked Low.

Of the 29 tests evaluated, 29 students got the answer correct.

Knowledge 2.1, Standard 4, Global/Cultural Heritage of the Arts

Question 75 – focus on a non-western culture, China

Identify the artwork on the screen:

- a. MISTY LANDSCAPE, Edgar Degas, 19 C, French
- b. MISTY LANDSCAPE, Sheng Maoye, 17 C, Chinese
- c. MISTY LANDSCAPE, Edward Weston, 20 C, American
- d. MISTY LANDSCAPE, Ansel Adams, 20 C, Spanish

The correct answer is b. This was ranked High.
 A partially correct answer is a. This was ranked Medium.
 Incorrect answers are c and d. These were ranked Low.

Of the 29 tests evaluated, 26 students got the answer correct, 1 got the answer partially correct, and 2 incorrect.

The attached grid lists each student, the answers to these four questions, and the High-Medium-Low designation for each question. It also shows the grade the student got on the whole final exam, which had a variety of types of questions.

3. How do you know the rubric worked? Provide examples.

The rubric worked in a very general way. We can easily identify those who got the question correct. Less clear is whether the “proficient” students really know enough about the material or not.

4. Describe problems and solutions for the problems with the rubric scoring process and interpretations of the data.

The main problem is that when you compare the answers to these questions to the total exam score, it is clear that these questions were relatively easy, and so getting all correct does not mean a student did all that well on the exam, or in the course as a whole.

The “not evident” category was never used because even the wrong answers had something correct within them. The rubric uses terms like “articulate” and “describe” but these questions were not set up for students to do more than identify things. Furthermore, getting one multiple-choice answer correct does not strongly support a conclusion that a student is “advanced” in understanding the issues.

5. Provide time estimate of how long it takes to score the work of one student for one learning outcome.

It took about 4 hours to consider the project, contact all ARHA2305 instructors, go through the 29 tests, organize the responses, and write this report.

6. Explain how the student work that was collected covers the learning objectives, and associated learning outcomes. Please include any recommendations for future changes.

The exam questions cover objectives and learning outcomes in an extremely general way. It likely would take reviewing a larger group of questions, and writing samples to obtain a clear sense of what the “average” student is taking away from this class. This exercise also emphasizes identifications that, while important, are much less important than whether or not a student can discuss and appreciate works of art s/he might see in the future.

Chart showing student, what each student's answer on questions 70, 71, 72, and 75 was, how the answer choice was considered High, Medium, or Low, and the grade the student got on the whole final exam.

Name	#70	HML	#71	HML	#72	HML	#75	HML	GRADE
001	C	H	B	H	C	H	B	H	79
002	C	H	B	H	A	L	B	H	44
003	C	H	B	H	C	H	B	H	75
004	C	H	B	H	C	H	B	H	81
005	C	H	B	H	C	H	A	M	60
004	C	H	B	H	C	H	B	H	87
005	C	H	C	M	C	H	B	H	65
006	C	H	B	H	C	H	B	H	88
007	C	H	C	M	C	H	B	H	57
008	C	H	A	L	C	H	C	L	80
009	C	H	B	H	C	H	B	H	68
010	C	H	D	L	C	H	B	H	59
011	C	H	B	H	C	H	B	H	79
012	C	H	B	H	C	H	B	H	83
013	C	H	B	H	C	H	B	H	88
014	C	H	B	H	C	H	B	H	79
015	C	H	B	H	C	H	B	H	81
016	C	H	B	H	A	L	B	H	65
017	C	H	B	H	C	H	B	H	76
018	C	H	B	H	C	H	B	H	77
019	C	H	B	H	C	H	B	H	75
020	C	H	B	H	A	L	B	H	75
021	C	H	B	H	C	H	B	H	75
022	C	H	B	H	C	H	B	H	75
023	C	H	B	H	C	H	B	H	81
024	C	H	B	H	C	H	C	L	65
025	C	H	C	M	C	H	B	H	84
026	C	H	B	H	C	H	B	H	64
027	C	H	B	H	C	H	B	H	77

Name of Curricular Area:	Fine Arts				
Course:	ARHA2305				
Goal assessed [1]	Knowledge 2.1				
Number of students assessed	29				
Rubric Score		0	1	2	3
List all learning Outcomes for [2]	Artistic Periods	0 [3]	10%	0	90%
	Exemplary Artist	0	7%	10%	83%
	Important...Wor	0	0	0	100%
	Global/Cultural	0	7%	3%	90%

[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] list all learning outcomes that are associated with each goal. Put a the median score score for each learning outcome across all course types from all programs in the curricular area.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.

MCOM 2306 Introduction to Motion Picture, Core Assessment Report

Guidelines for CAAC Reports

Due February 19, 2016

Submit report to the Core Council Liaison

Include in the reports:

1. Data in the spreadsheet provided by the Core Council.

See MOCM 2306, Introduction to motion pictures spread sheet for data. Also data has been presented on pages 3 and of this report.

2. Describe the process followed to randomly select sections. Include suggestions for improvements.

For this iteration of the process there was no random selection of sections since there was only one section taught. The population of the class was 39 students, and artefacts from all 39 students were used for this assessment.

3. How do you know the rubric worked? Provide examples.

At the end of this assessment exercise, we have concluded there is a good match between the requirements of the rubric and that of the artefacts/ assignments used (see Appendix A for a copy of the assignment). Below is an explanation of how the requirements of the assignment match up with the standards of the rubric.

- a. **Standard 1- Artistic Periods, Genres & Movements:** Students demonstrate knowledge of the key concepts and theories that define an artistic period, genre or movement.
Assignment: The assignment asks the student to assess a chosen movie in a historical context: "You should also explain how and where it [the chosen movie] fits into the so-called studio system and star system".
- b. **Standard 2- Exemplary Artists:** Students demonstrate knowledge of the important artists in an art form along with defining contributions:
Assignment: "Please include in your essay your opinion of the movie and why it is considered to be an important movie in this context."
- c. **Standard 3- Important Artistic Works:** Students demonstrate knowledge of key artistic works and describe why they are important:
Assignment: "Please include in your essay your opinion of the movie and why it is considered to be an important movie in this context."
The movies you can choose from are:
It's a Wonderful Life
The Searchers
High Noon
Gone With the Wind
The African Queen
Mr. Smith Goes to Washington

Citizen Kane
 The Wizard of Oz
 Frankenstein
 North by Northwest
 Rear Window
 Double Indemnity
 All About Eve
 Some Like it Hot
 Laurence of Arabia

- d. **Standard 4- Global/Cultural Heritage of the Arts:** Students demonstrate knowledge of the global and cultural heritage of a particular art form or work.

Assignment: We realized that the assignment as currently written, does not reflect the requirements of Standard 4 and is therefore not applicable. We plan to modify the assignment so that it can be used to assess this standard.

4. Describe problems and solutions for the problems with the rubric scoring process and interpretations of the data.

Our challenge is that currently, we do not have any historical data that would allow us to assess the effectiveness of this rubric over time. Going forward, our goal is to make sure the standards stated in the rubric serve as a guide in the teaching and evaluation of the course activities.

5. Provide time estimate of how long it takes to score the work of one student for one learning outcome.

This is the first semester the course has been taught as a Fine Arts Core course, and the assessment rubric was created after the course had been completed. It took on average about 15 minutes to assess an artifact. Plans are in place to integrate the rubric into the course, and to use it to assess this particular assignment. This will essentially make the grading of the chosen assignments part of the assessment process. We anticipate That this approach will reduce the average time for assessing and artifact.

6. Explain how the student work that was collected covers the learning objectives, and associated learning outcomes. Please include any recommendations for future changes.

Please see our answer to question 3. Also as we collect data over time, we will be in a better position to make specific recommendations to change either the rubric or the assignment we have chosen for assessment.

Suggestions:

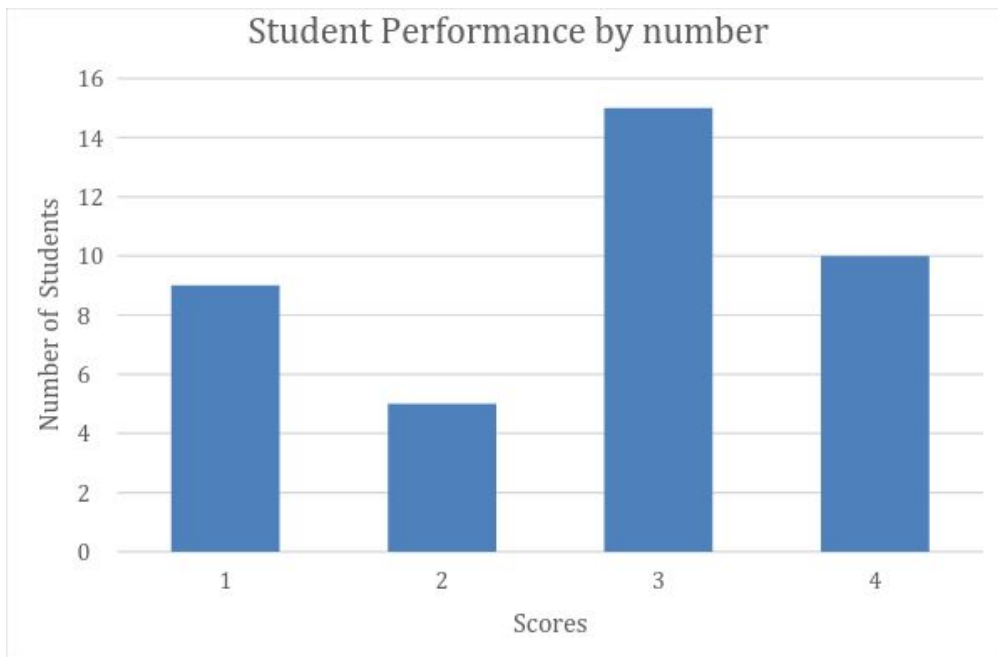
We recommend a change in the numbering of the score level from 0-3 to 1-4. This makes it easier to input the data in statistical software. A scoring scale of 1-4 is identical with the assigning of student GPA which is also on a scale 4-point scale.

MCOM 2306 INTRODUCTION TO MOTION PICTURES ASSEMENT RESULTS

The results of the assessment are presented in a bar graph and a pie chart in this section. All the data is compiled in the Excel file for this course.

Assessment indicated that 10 students scored at the Advance level, which is 3 on the scale of the rubric. 15 scored at the Proficient level that is 2, five (5) scored at the Novice level that is 1 and nine (9) scored at the Non Evident level which is 0.

Chart 1 is a graph showing the number of students and their level of mastery of knowledge 2.1 in the Fine Arts Core.



N= 39 students.

1= Not Evident (0)

2 = Novice (1)

3 = Proficient (2)

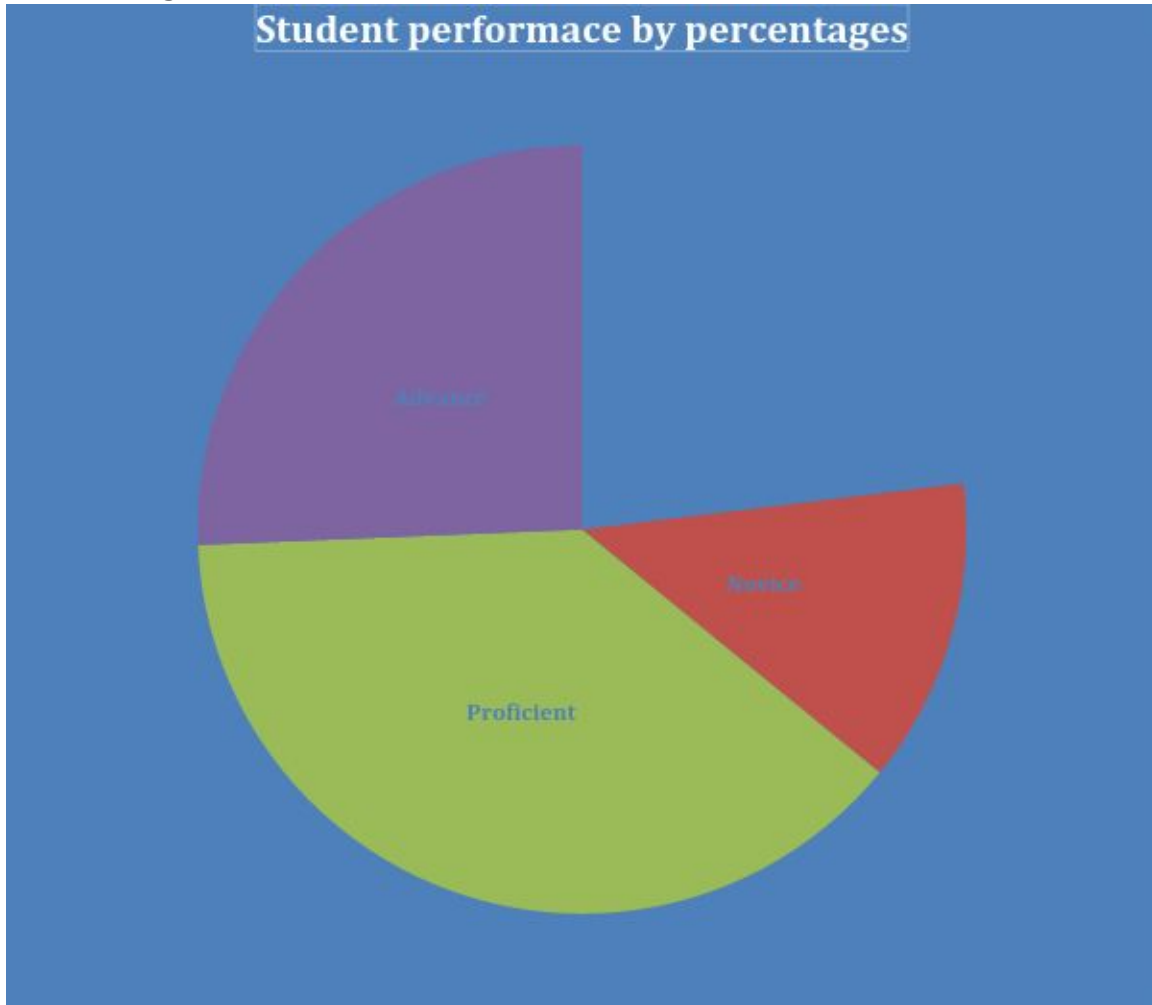
4 = Advanced (3).

Below is a table of the number of students who scored at each level and the numbers in percentages.

MCOM 2306 Fine Arts Core Assessment results		
Score	Number of Students	Percentage of the total number of students (%)
Advanced (3)	10	26
Proficient (2)	15	38

Novice (1),	5	13
Not Evident (0)	9	23
Total	39	100

Chart 2 is a pie chart showing the percentage of students and their level of mastery of knowledge 2.1 in the Fine Arts Core. N = 39.



LEARNING OBJECTIVES: Motion Pictures (Assessed in Standards 1 & 3)

- analyze representative motion pictures, with emphasis on the formal aesthetic, narrative elements and genres, and on recognizing historical periods, such as the Silent era, Studio era and the Electronic era.

FINE ARTS ASSESSMENT RUBRIC

Standard 1- Artistic Periods, Genres & Movements: Students demonstrate knowledge of the key theories that define an artistic period, genre or movement.			
Advanced(3)	Proficient(2)	Novice (1)	Not E
<ul style="list-style-type: none"> • Displays an ability to independently analyze and articulate defining concepts and theories of an artistic period, genre or movement. 	<ul style="list-style-type: none"> • Displays a moderate ability to analyze and articulate defining concepts and theories of an artistic period, genre or movement. 	<ul style="list-style-type: none"> • Displays a limited ability to analyze and articulate defining concepts and theories of an artistic period, genre, or movement. • May reflect superficial or simplistic judgment 	<ul style="list-style-type: none"> • I a a c c t

Standard 2- Exemplary Artists: Students demonstrate knowledge of the important artists in an art form with defining contributions.			
Advanced(3)	Proficient(2)	Novice (1)	Not E
<ul style="list-style-type: none"> • Displays an ability to articulate important artists, defining each individual artist’s contributions to the art form. 	<ul style="list-style-type: none"> • Displays a moderate ability to articulate important artists and will be able to generally relate the artists’ contributions to the art form. 	<ul style="list-style-type: none"> • Displays an ability to articulate important artists but shows little recognition of the artists’ contributions to the art form. 	<ul style="list-style-type: none"> • a a d c s

Standard 3- Important Artistic Works: Students demonstrate knowledge of key artistic works and describe why they are important.			
Advanced(3)	Proficient(2)	Novice (1)	Not Evident
<ul style="list-style-type: none"> Displays an exceptional ability to identify and describe the importance of examples of art. 	<ul style="list-style-type: none"> Displays a moderate ability to identify and describe the importance of examples of art. 	<ul style="list-style-type: none"> Displays a limited ability to identify and describe the importance of examples of art. May reflect superficial or simplistic observations. 	<ul style="list-style-type: none"> Is unable to identify and describe the importance of examples of art.

Standard 4- Global/Cultural Heritage of the Arts: Students demonstrate knowledge of the global and cultural heritage of a particular art form or work.			
Advanced(3)	Proficient(2)	Novice (1)	Not Evident
<ul style="list-style-type: none"> Demonstrates the ability, with a high degree of independence, to fully understand and clearly articulate the relationship between works of art, the culture that created them, and their relevance to the larger human experience 	<ul style="list-style-type: none"> Demonstrates a moderate understanding of, and ability to articulate, the relationship between works of art, the culture that created them, and their relevance to the larger human experience 	<ul style="list-style-type: none"> Demonstrates a limited understanding of, and limited ability to articulate, the relationship between works of art, the culture that created them, and their relevance to the larger human experience 	<ul style="list-style-type: none"> Is unable to understand and articulate the relationship between works of art, the culture that created them, and their relevance to the larger human experience

Appendix A

INTO TO MOTION PICTURES ASSESSMENT ARTIFACT

Intro to Motion Pictures

Essay Assignment #2

Context

Choose one of the following fifteen films and view it – multiple times if necessary. Write an essay of no less than **800 words** and no more than **1200 words**. You should say what year it was released, who directed in it, who starred in it, what if any, awards it won, which company distributed it and how it did at the box office, **you should also explain how and where it fit into the so-called studio system and star system. Please include in your essay your opinion of the movie and why it is considered to be an important movie in this context.**

<--(This is the important part of the essay and what you should spend most of your words on.) Did you like it? Why or why not? This essay should primarily depend on your own knowledge and opinions as gleaned from the textbook and your viewing. You may of course use other sources but they must be properly cited. **Please check the Grading Events Calendar for the due date for this assignment. Please check the Grading Events Calendar for the due date for this assignment. WARNING: DO NOT PLAGERIZE! I PROMISE I will check and it's as easy to check as it is to cut and paste from the web. If I find you have not done your own work I will flunk you! DON'T EVEN THINK ABOUT IT!**

The movies you can choose from are:

It's a Wonderful Life

The Searchers

High Noon

Gone With the Wind

The African Queen

Mr. Smith Goes to Washington

Citizen Kane

The Wizard of Oz

Frankenstein

North by Northwest

Rear Window

Double Indemnity

All About Eve

Some Like it Hot

Laurence of Arabia

Name of Curricular Area:					
Course:					
Goal assessed [1]					
Number of students assessed					
Rubric Score		0	1	2	3
List all learning Outcomes for goal [2]	[3]				

[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] list all learning outcomes that are associated with each goal. Put a the median score score for each learning outcome across all course types from all programs in the curricular area.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.

THEA 2305 ~ Introduction to Theatre & Dance

Guidelines for CAAC Reports
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 Submit report to the Core Council Liaison

Include in the reports:

**1. Data in the spreadsheet provided by the Core Council.
 Please include any suggestions for improvements.**

No comments. The spreadsheet was fine for this task for the area of Theatre and Dance .

2. Describe the process followed to randomly select sections. Include suggestions for improvements.

There was no random selection for this particular assessment task. In fact, random selection will be hard for our department, and given the fluid and collegial processes of our department, counter-productive to a meaningful assessment process.

I distributed the FAC rubric to departmental faculty to gain consensus on the best assignment to use for this first test. All agreed that an exam would be the best first measure. Currently, only two professors utilize exams for assessment. Because this task started rather late in the fall semester (past the mid-term), I needed to work with a class for which information was still in a repository that I could access. Only one professor (outside of myself) utilizes Blackboard, and so he granted me permission to enter his course from which I chose one of two sections. I then selected a sample of 10 students by moving down the assignment list rather than the name list. The assignments had been graded, and I could view those grades. I randomly selected students from each of the following grade ranges: 90 – 100%, 80 – 89%, 70 – 79%, 60 – 69%.

3. How do you know the rubric worked? Provide examples.

Quite simply, the selected assignment provided a range of questions that aligned closely with the four standards for Knowledge 2.1. I selected four questions from the exam, basing my determinations on the clearest alignment with the four standards utilized by the FAC to measure Outcome 2.1. The standards and selected test questions are listed below:

Knowledge 2.1, Standard 1, Artistic Periods, Genres & Movements

- What are the 6 formal elements of classical Greek drama according to Aristotle? Define each element.

Knowledge 2.1, Standard 2, Exemplary Artists

- Who was Okuni of Izumo? What is her significance in theatre history?

Knowledge 2.1, Standard 3, Important Artistic Works

- What Modernist styles does the play *Dutchman* seem to draw on?

Knowledge 2.1, Standard 4, Global/Cultural Heritage of the Arts

**Students answered one of the two essay questions below. Both questions dealt with contemporary analysis utilizing aspects of either Japanese or ancient Greek theatrical tradition to frame the contemporary experience or production.

A) Identify the production below (title, type of drama, director, etc.) What theatrical practices and cultures does this production draw on? How does it complicate the usual process of signification (signifier + signified = sign)? How is it “postmodern”? A clip is available on Blackboard.

B) What were the "given circumstances" that shaped this moment in Michael Jordan's life and career? What aspects of scenic design (set, costumes, sound, lighting, props and makeup) are present? How was the "reality" of this moment shaped by setting, technology, even narration? What *elements* and *conventions* of classical Greek tragedy are also in evidence? A clip is available on Blackboard.

4. Describe problems and solutions for the problems with the rubric scoring process and interpretations of the data.

Initially, the CAAC charged team members with testing rubrics outside of the individual department of expertise. The strong consensus among the FAC is that we should never be charged with assessing other departmental areas. To that effect, we elected to assess the efficacy of the FA rubric within our own areas. After we conducted our individual processes we met to share findings.

There was some difficulty in determining questions, given that there was an element of choice allowed by the professor as to which questions to answer. Many sections of THEA 2305 have even more significant elements of choice built into assignments which may make future artifact selection more challenging. We also anticipate the need to find ways to assess the content area of dance. For our department it may mean assessing the theatre content and dance content in alternate years

5. Provide time estimate of how long it takes to score the work of one student for one learning outcome.

The best estimate is that assessment can be done for an individual student in 10 minutes.

6. Explain how the student work that was collected covers the learning objectives, and associated learning outcomes. Please include any recommendations for future changes.

Please see the answer to question 3.

We found successful alignment of course content with the assessment standards set forth in the rubric without having to alter the assignment to meet the assessment goals. The selected course, however, utilizes an exam format, which is not the case for all other sections of this course. Assessing other sections in which hands-on “making-based” work or critical reflection on a single production will require a more thoughtful approach to assessment. This will prove the real test of the rubric and may mean that assessing all four standards within an outcome in a single assignment may not be possible.

Name of Curricular Area:	Fine & Performing Arts				
Course:	THEA 2305				
Goal assessed [1]	Knowledge 2.1				
Number of students assessed	10				
Rubric Score		0	1	2	3
List all learning Outcomes for goal [2]	[3]				
Understand and identify exemplary works of art from a variety of cultures and historical periods.					
	Artistic Periods	0	1	6	3
	Exemplary Artist	1	6	1	2
	Important Work	3	3	2	2
	*Global Heritag	0	4	3	3
	[choice of two questions]				

[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] list all learning outcomes that are associated with each goal. Put a the median score score for each learning outcome across all course types from all programs in the curricular area.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.