

Overview and Purpose

The purpose of this assessment is to evaluate the outcomes of ARHS1003 004. ARHS1003 004 is a basic, introductory art history course designed to give students from all departments an understanding of visual culture stemming out of the traditions of Western art. The course is structured as a lecture course, and typically has between 150-210 students. Students are required to read a text, and lectures expand upon and deepen the basic concepts from the text.

Process and Methods

The measure for student outcome in this course is two-fold. The course grade relies on tests and homework assignments. The tests are given in person, in the classroom, and utilize scantron technology as the instrument. There are five tests given throughout the semester. The first four are within the semester, and cover the class material discussed prior to each test. The fifth test is given during Finals Week, is comprehensive, and is optional for students to take. The score of the fifth test serves either as a replacement for a missed test, or as a replacement for a student's lowest test grade from the semester. For the tests, students are required to know the following in relation to the artwork covered in class: 1) The didactic information, meaning the title, artist, date, medium and country of origin, 2) Vocabulary terms, and 3) The social and/or political context of the artworks covered in class. The tests are structured as timed, multiple choice questions covering the required concepts.

The homework assignments require students to complete a variety of tasks, involving written responses, researching and presenting related visual matter, and creating original visual responses to given prompts. Homework assignments are graded primarily on completion and thoughtfulness.

Summary of Findings

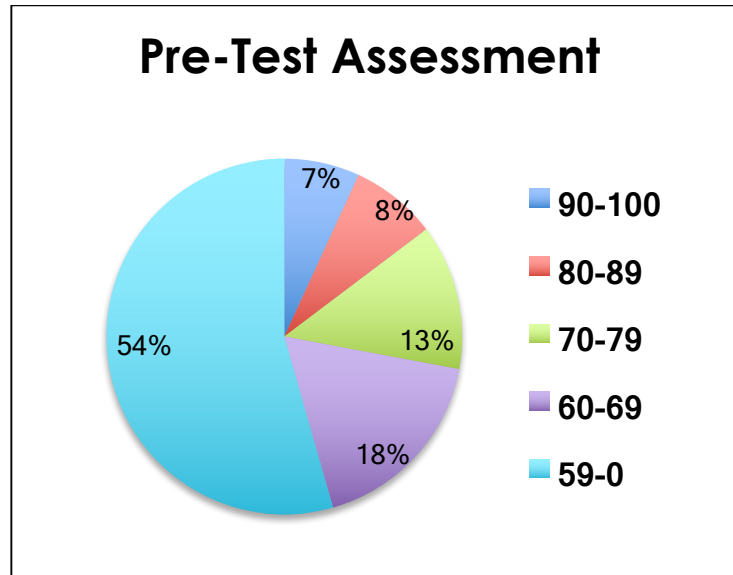
Test	Fall 2016 Average Scores	Spring 2017 Average Scores
Prehistory-Gothic Art	70.28%	71.41%
Renaissance-16th Century	80.81%	79.09%
Baroque-Impressionism	76.94%	78.21%
Post-Impressionism-1990s	87.41%	82.55%
Optional Exam	78.12%	76.18%

Homework	Fall 2016 Average Score	Spring 2017 Average Scores
Homework	82.54%	75.15%

Discussion and Implications

As a way to encourage innovation, excitement and participation, excellent student assignments are briefly presented during lectures. Students have cited this practice not only as a motivating factor in their completion of assignments, and also as an aspect of class that helps deepen their understanding of concepts. They find it beneficial to their own thinking and creativity to learn of their classmates responses. Students did directly communicate useful feedback regarding assignments to me, and I am using their feedback to develop and edit future assignments. Students reported that assignments that allowed room for creativity (these required a variety of things like photography, drawing, and the application of historical ideas to contemporary culture) were very good for both the retention of information and for thorough understanding.

Pre-Test: 10 question general assessment in a multiple-choice format offered at the beginning of the semester. Students were asked to identify art history images, basic themes, periods, terms and identify artists of major artworks and architecture.

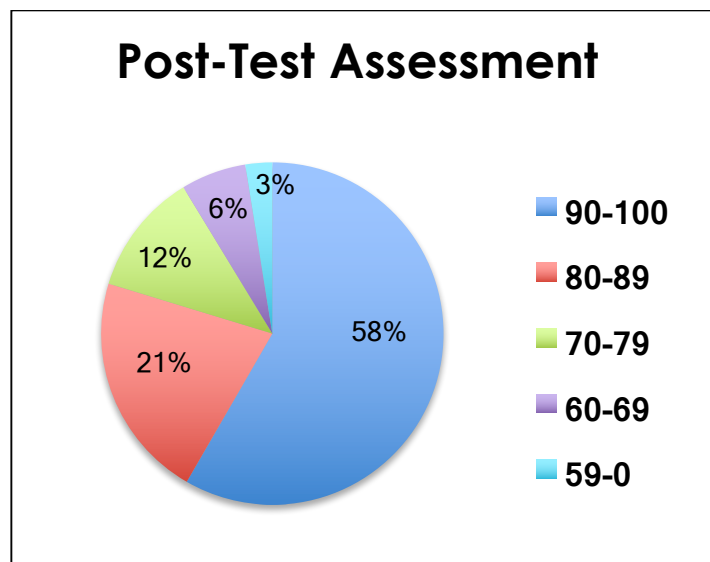


72% of students scored below average in subject.

- 54% = 50-0
- 18% = 60-69
- 13% = 70-79
- 8% = 80-89
- 7% = 90-100

408 Students

Post-Test: 15 question general assessment in a multiple-choice format offered at the end of the semester. Similar questions as on Pre-Test, plus increased difficulty and amount of questions. Students were asked to identify art history images, basic themes, periods, terms and identify artists of major artworks and architecture.



91% of students scored above average in subject.

- 58% = 90-100
- 21% = 80-89
- 12% = 70-79
- 6% = 60-69
- 3% = 59-0
(or did not take quiz)

276 Students

Post-Semester Survey: Learning Assessment, ARHS1003