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## ART 1223 Art Survey Report

Southwestern Oklahoma State University

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**SOUTHWESTERN OK STATE UNIVERSITY  
GENERAL EDUCATION ASSESSMENT**

**Todd**            **Parker**  
**Semester:**   **Fall2016**  
**Campus:**    **Weatherford**  
**Course:**      **ART 1223 Art Survey**

**Choose at least one goal from Goals 1-4 and select one or more sub-goal criteria to assess from the Goal(s) you have chosen.**

**GOAL 3      Demonstrate competency in communication and computer literacy.**  
**Goal 3a**    Explain and evaluate conceptual differences of important landmark contributions and creative works.

**Choose a minimum of two of the 5Cs from Goal five to assess.**

**GOAL 5      Demonstrate achievement of intellectual and professional aptitudes.**  
**Goal 5a**    Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.  
**Goal 5c**    Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

**Assessment Measures: What measure(s) were used to assess the sub-goals that you selected?**

Essay exams / discussion questions  
Oral reports, presentations, speeches

**Please describe in detail the assessment measure(s) that you used for each sub-goal criteria assessed.**

**GOAL 3      Demonstrate competency in communication and computer literacy.**  
**Goal 3a**    Students compared and contrasted different artistic periods in Western art history.

**GOAL 5      Demonstrate achievement of intellectual and professional aptitudes.**  
**Goal 5a**    Students discussed, explained, and compared different stylistic eras which utilized visual and plastic arts in Western art history.

**Goal 5c**    Students prepared and shared comments regarding a formal and contextual analysis over works of art in Western art history.

|  |           |
|--|-----------|
| <b>Number of sections included in this report:</b>             | <b>2</b>  |
| <b>Number of faculty participating in assessment analysis:</b> | <b>1</b>  |
| <b>Number of students assessed (total sample size):</b>        | <b>61</b> |

**SOUTHWESTERN OK STATE UNIVERSITY  
GENERAL EDUCATION ASSESSMENT**

**Name:** Parker Todd  
**Semester:** Fall2016  
**Campus:** Weatherford  
**Course:** ART 1223 Art Survey

**Criterion for Success:** Expected criterion of student achievement for each sub-goal criterion assessed.

|                | 95% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s). | 85% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s). | 75% or more students achieved 70% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s). | Other: | Was the Criterion for Success met? |
|----------------|---|---|---|--------|------------------------------------|
| <b>GOAL 3</b>  |   |   |   |        |                                    |
| <b>Goal 3a</b> | yes   |   |   |        | Yes                                |
| <b>GOAL 5</b>  |   |   |   |        |                                    |
| <b>Goal 5a</b> | yes   |   |   |        | Yes                                |
| <b>Goal 5c</b> |   | yes   |   |        | Yes                                |

**Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.**

**GOAL 3**

**Goal 3a** Strengths of student learning include class being able to compare and understand different eras in Western art history Weakness of student learning include limited interaction among students in section which hindered comprehension of information via social comparison.

**GOAL 5**

**Goal 5a** Strengths of student learning include class being able to relate subject of Western art history to contemporary experience. Weakness of student learning include inability for students in section to see actual examples of artworks.

**Goal 5c** Strengths of student learning include class being able to compare and understand different eras in Western art history by hearing and reading class members thoughts about examples. Weakness of student learning include difficulty using technology which limited interaction among students in section.



ART 1223, ART SURVEY | Instructor: Todd Parker  
 Unit 1 Formal Analysis Rubric

| <b>Component</b>                         | <b>Excellent</b>  | <b>Good</b>   | <b>Average</b>   | <b>Insufficient</b>   | <b>Total</b> |
|--|---|---|--|---|--------------|
| Submission of Assignment<br>20%          | Submission of fully complete formal analysis to drop box in required format                   | Submission of mostly complete formal analysis to drop box in required format                  | Submission of sufficiently complete formal analysis to drop box in required format                 | Submission of incomplete formal analysis to drop box in required format                     | ___/20       |
| Formal Analysis Elements of Art<br>30%   | Excellent written description using handout over elements of art                              | Good written description using handout over elements of art                                   | Average written description using handout over elements of art                                     | Insufficient written description using handout over elements of art                         | ___/30       |
| Formal Analysis Principles of Art<br>30% | Excellent written description using handout over principles of art                            | Good written description using handout over elements of art                                   | Average written description using handout over elements of art                                     | Insufficient written description using handout over elements of art                         | ___/30       |
| VoiceThread (VT) comment<br>20%          | VT comment superbly uses written work over formal analysis with all correct terms and meaning | VT comment smartly uses written work over formal analysis with most correct terms and meaning | VT comment sufficiently uses written work over formal analysis with some correct terms and meaning | VT comment poorly uses written work over formal analysis with few correct terms and meaning | ___/20       |

ART 1223, ART SURVEY | Instructor: Todd Parker  
 Unit 2 Contextual Analysis Rubric

| <b>Component</b>                | <b>Excellent</b>  | <b>Good</b>  | <b>Average</b>  | <b>Insufficient</b>  | <b>Total</b> |
|---------------------------------|---|--|---|--|--------------|
| Submission of Assignment<br>25% | Submission of fully complete formal analysis to drop box in required format                             | Submission of mostly complete formal analysis to drop box in required format                       | Submission of sufficiently complete formal analysis to drop box in required format                    | Submission of incomplete formal analysis to drop box in required format                                    | ___/25       |
| Contextual Analysis<br>50%      | Excellent contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Good contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Average contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Insufficient contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | ___/50       |
| VoiceThread (VT) comment<br>25% | VT comment superbly uses written work over formal analysis with all correct terms and meaning           | VT comment smartly uses written work over formal analysis with most correct terms and meaning      | VT comment sufficiently uses written work over formal analysis with some correct terms and meaning    | VT comment poorly uses written work over formal analysis with few correct terms and meaning                | ___/25       |

ART 1223, ART SURVEY | Instructor: Todd Parker  
 Formal and Contextual Analysis Rubric

| <b>Component</b>                | <b>Excellent</b>  | <b>Good</b>  | <b>Average</b>  | <b>Insufficient</b>  | <b>Total</b> |
|---------------------------------|---|--|---|--|--------------|
| Formal Analysis<br>30%          | Excellent formal analysis of artwork with description of elements and principles of art                 | Good formal analysis of artwork with description of elements and principles of art                 | Average formal analysis of artwork with description of elements and principles of art                 | Insufficient formal analysis of artwork with description of elements and principles of art                 | ___/30       |
| Contextual Analysis<br>30%      | Excellent contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Good contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Average contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | Insufficient contextual analysis of artwork with explanation of patronage, subject of work, use of artwork | ___/30       |
| Submission of Assignment<br>20% | Submission of fully complete formal analysis to drop box in required format                             | Submission of mostly complete formal analysis to drop box in required format                       | Submission of sufficiently complete formal analysis to drop box in required format                    | Submission of incomplete formal analysis to drop box in required format                                    | ___/20       |
| VoiceThread (VT) comment<br>20% | VT comment superbly uses written work over formal analysis with all correct terms and meaning           | VT comment smartly uses written work over formal analysis with most correct terms and meaning      | VT comment sufficiently uses written work over formal analysis with some correct terms and meaning    | VT comment poorly uses written work over formal analysis with few correct terms and meaning                | ___/20       |