

GE SLO# K4: Evaluating major theories and concepts in the fine arts - Introductory

Art History 1700

Semester: FALL 2013

REPORT DATE: 2/3/2014

The evaluation of major theories and concepts in the fine arts is assessed at the introductory level in the AH 1700: Art History course (one of two selected Humanities GE designated courses). In this course, students are introduced to the practice of formal analysis, which is one of the major theories and concepts in the fine arts.

In AH 1700 this past semester, this outcome has been assessed using a three-page paper where students must analyze works of art observed at a museum. Papers were evaluated holistically using four criteria from a departmental rubric specific to evaluating formal analysis in the fine arts. Performance was rated on a 5 point scale (5 = exceeded expectations). A combined score of 3 indicates that students have met the expectations for these criteria. Faculty established a target where 70% of students will achieve a score of 3 or better on this criteria.

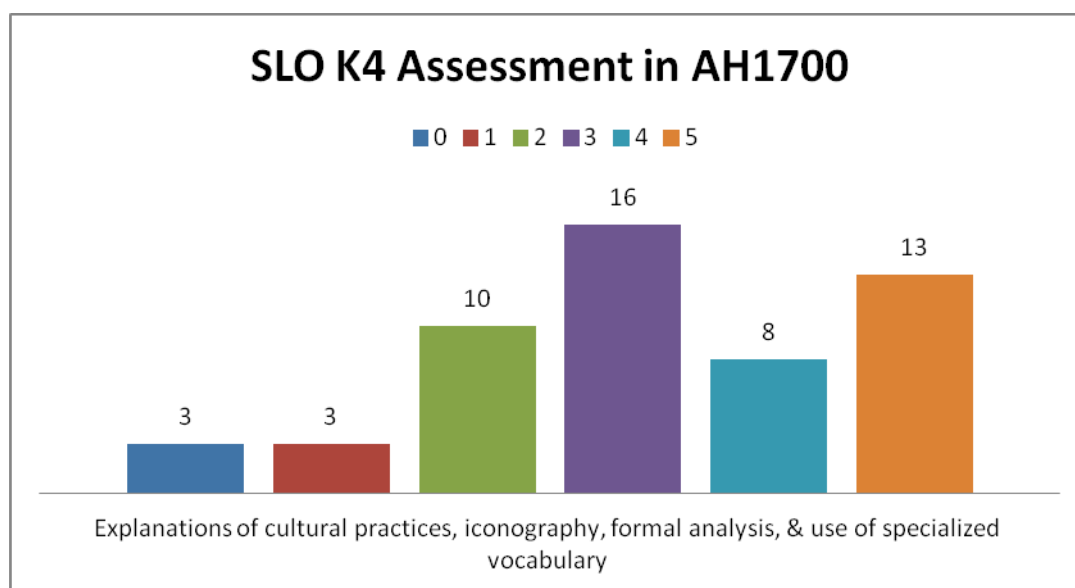
Number of students: 53

Number of sections: 2

Distribution of Scores:

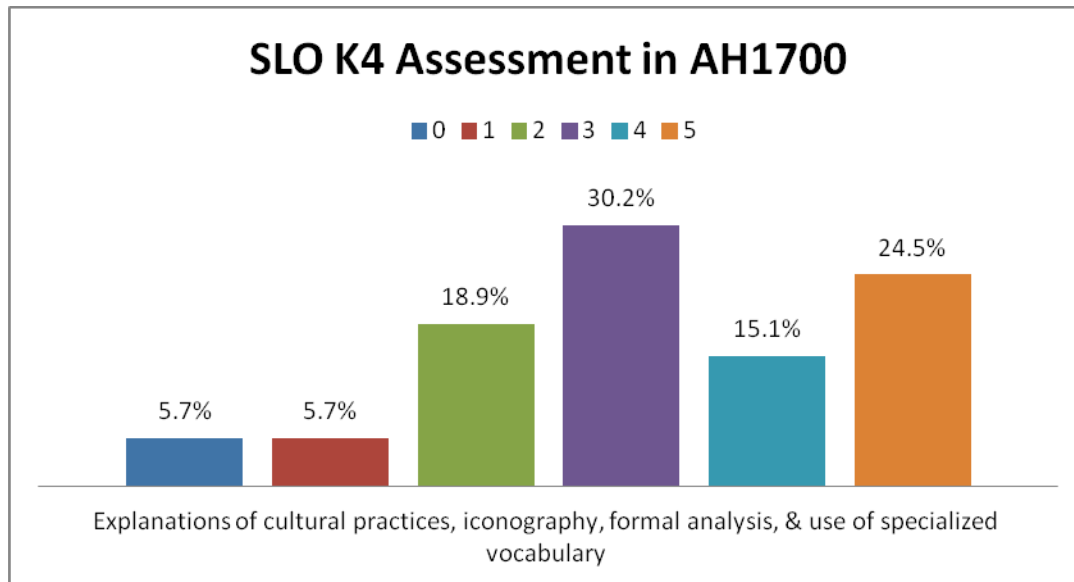
Criteria	Level 0*	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Explanations of cultural practices, iconography, formal analysis, & use of specialized vocabulary	3	3	10	16	8	13	53

*Level 0: student did not provide any answer in the test.



Distribution of Percentage

Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Explanations of cultural practices, iconography, formal analysis, & use of specialized vocabulary	5.7%	5.7%	18.9%	30.2%	15.1%	24.5%



Discussion/Action/Closing the Loop:

The data indicates that 69.8% of students were able to achieve a score of 3 or better on this assessment. These results are relatively close to the established target of 70%. To support greater student acquisition in the evaluation of major theories and concepts in the fine arts, the faculty will discuss the following proposed actions (listed below) in Spring 2014:

Actions (to be implemented in Fall 2014):

- Review and revise, as appropriate, course activities that prepare students for formal analysis of works of art.
- Work with all instructors of AH 1700, both full- and part-time, to ensure that the major assignment in the course is a paper emphasizing formal analysis of works of art appropriate to the time period covered in the class.
- In future assessments of this learning outcome, clarify what major theories and concepts in the fine arts are pertinent to an introductory course in art history in the general education sequence. Rubrics and the criteria necessary to assess student work in these areas will come from the theories and concepts identified by art history faculty in the Fine Arts Department.
- In future assessments of this learning outcome, rubric criteria will be separated out (as opposed to holistic scoring) to increase the usefulness of collected data for subsequent decision making.

Appendix: Assignment Guidelines (as articulated in the AH 1700 Syllabus)

MUSEUM PAPER COMPARING AND CONTRASTING ARTWORKS GUIDELINES

1) Visit the Metropolitan Museum in NYC on your own.

- To get there: look it up online metmuseum.org, look online for New Jersey Transit trains (www.njtransit.com) and the NYC Subway (www.mta.info/maps/submap.html) or consider driving in and parking on the street. A significant aspect to this whole paper assignment is for you to figure out how to navigate to and through New York City.
- Look around and choose any two (or three) artworks that you like to discuss in your paper.
- The artworks must all be dated before the year 1300, which is the time period that this course covers. Since you will be comparing and contrasting the artworks, you should choose ones that are similar in some ways and different in other ways. For example: two sculptures from the same culture period, or two paintings of the same subject matter.

2) While at the museum, take several photos of your chosen artwork to study from.

- While at the museum, write the identification of artworks: title, date, culture period, material, size, subject matter.
- While at the museum, write out a list of items for a visual description (about a page):
 - Things to include in the description but not limited to: date, culture, original location, material, size, texture, color, subject matter, story, emotional content, use or function, religious belief or ideology.
- You will hand in your artwork identifications and visual descriptions in the middle of the semester.

3) Go to the library and look for books or articles on the group of art that your artwork belongs to.

- No single artwork will have its own book; rather, look for books on the general culture period.
- You may use e-books and websites that end in “.edu” or “.org”
- Do not use websites that end in “.com” because they are not necessarily reliable sources of correct information.
- When you use information from a book or article or website, you must give the full bibliographic citation (author, title, etc.) so be sure to write it down when you are doing your research.
- You will hand in a working bibliography in the middle of the semester that must include 3-8 books and articles;
- Any websites would be in addition to these books and articles. In other words, you cannot use only websites; you must use at least 3 books or articles.
- You will be handing in your final bibliography alongside the paper when it is due.
- See handout on how to write a bibliography.

4) Organize your information (from your own eyes and from your research) comparing and contrasting your artworks.

- You will be handing in your final outline alongside the paper when it is due.
- See handout on how to write an outline.

5) Write your paper from the outline.

6) Format:

- 3 full pages of text (not including title page or any images) typed, double spaced, inch margins all around
- In your final paper, include:
 - an identification of artworks
 - detailed visual descriptions
 - researched information
- Along with your final paper, also hand in:
 - a title page
 - a bibliography (any books, articles, or website you used)
 - an outline of your paper

Appendix: Art History Content Rubric for GE course AH1700

Student Name: _____

Score : _____

Kean ID: _____

Course and Section: _____

Semester and Year: _____

Instructor's name: _____

GE K4: evaluating major theories and concepts in the fine arts

For use in the GE course AH 1700

Description of Content Rubric

GE K4: evaluating major theories and concepts in the fine arts

	5	4	3	2	1	0
Ideas about cultural practices including religious, sexual, political practices	Explanations are explicit, nuanced, & complex	Explanations are explicit but not complex	Explanations are in general terms	Explanations are merely a vague stance	Explanations are not clear	N/A
Art historical strategies for interpreting art such as iconography, feminism, queer theory, etc.	Explanations are explicit, nuanced, & complex	Explanations are explicit but not complex	Explanations are in general terms	Explanations are merely a vague stance	Explanations are not clear	N/A
Formal analysis (how to read the visual elements of art)	Explanations are explicit, nuanced, & complex	Explanations are explicit but not complex	Explanations are in general terms	Explanations are merely a vague stance	Explanations are not clear	N/A
Art Historical vocabulary	Explanations are explicit, nuanced, & complex	Explanations are explicit but not complex	Explanations are in general terms	Explanations are merely a vague stance	Explanations are not clear	N/A

Comments (use back if needed):