

Fine Arts Department – Art History – Michelle Craig and Stephannie Fikri

SLOs for Art History and Art Appreciation

Student and Program Learning Outcome Dialog Day

1. Assessment tools and their effectiveness:

We use exams (including essay and ID), quizzes, oral presentations, reading comprehension worksheets, group discussions, written assignments (homework and in class). Students have different strengths - a student may show their mastery over course materials via written homework and group discussion but not in timed examinations. Another student may excel on exams but have poor time management at other times and forget to turn in homework. Using multiple grading assignments allow professors to see how students apply course materials.

2. Is there another assessment tool?:

The above assessment tools suffice to determine the students' outcomes; they are universally applied by instructors in this field of study from community college to four-year institutions. Our job as instructors is to prepare our students for transfer to four-year institutions or professional positions.

3. How were the SLOs originally created? Do we regularly review?

The SLOs were established by a prior faculty member.

We review and discuss the SLOs as a group at the beginning of each semester during our faculty break-out sessions. SLOs are addressed during curriculum and program review by the FT art historian.

4. Recommendations for improvements to courses:

We determined that improvements for achieving successful learning outcomes should focus on a couple of key areas of the learning experience. The area of student engagement was discussed, specifically the importance of establishing methods that will help to connect with the non-motivated student. We discussed the methods that could help such a student, such as diversifying the material. The non-motivated student will be interested and engaged when the material is relevant to his or her experience, rather than the experience of the "other." The diversifying of material is achieved by incorporating a broader scope of subject matter; aspects of culture, gender, religion, race, and political views are examples of a few areas on which to diversify material. The area of improving general education skills was also discussed.

Disciplines in the Humanities, such as our field of Art History, provide an opportunity for instructors to strengthen writing skills, reading comprehension, critical thinking, and

attention to detail. In our field we can also strengthen students' basic knowledge of geography and history.

Because we emphasize written and oral composition, instructional time increasingly reduced to teach necessary research skills, which many Cuesta students do not yet possess. It is critical to help build the entire students as a scholar and citizen. Few students go on to art history careers, but every student can use the tools they learn in art history classes in their wider lives.

Professors continue to make their courses relevant to the contemporary moment, highlighting articles in the news, using the Harold J. Miossi Gallery to promote the arts-oriented community, and updating assignments for a particular cohort.

5. PLOs have been assessed when updating eLUMEN. For Art 295, one of our capstone courses for the AHPP degree, an exhibition presentation and portfolio. For Art 202, the other capstone course for AAPP, a series of papers demonstrate their art historical breadth. Both classes include an exhibition installation, which currently relates to AHPP PLOs. For the AH ADT, course papers and essays best assess PLOs

6. Questions regarding SLOs:

We have no questions at this time.

7. No recommendations as we currently have an effective culture of dialog regarding student support and instruction. Both the SLOs and PLOs on record are appropriate for community college students. It makes no sense to slower SLOs or PLOs, but rather to help bring as many students up to these outcomes if possible.

It might be better to support professors in their diverse pedagogical choices to best present the fields in which they are expert.

Increasing research support in the library and writing center would be helpful.

Moreover, faculty need more support to adapt their classes to the ever increasing accommodations from DSPS. It would be helpful for DSPS to ask which accommodation work with their courses.