

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art (inactive)	130	ART 130 06/02/2019-Art Appreciation
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities (inactive)	Elisabeth Thoburn
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

This and all other art history and humanities courses (12 in all) were assessed in 2016/2017 using TurningPoint technology for a pre-and post test. After the semester was over, the data became inaccessible since we do not purchase our clickers but rent them on a semester basis... Despite several attempts by several IT people, the data was lost.

2. Briefly describe the results of previous assessment report(s).

No results could be gained from this round of assessment.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

We decided to use Blackboard as a data collection tool for future assessments rather than TurningPoint technology (clickers).

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify various artistic media and techniques.

- Assessment Plan
 - Assessment Tool: Departmentally-developed quizzes
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections

- Number students to be assessed: All students
- How the assessment will be scored: Quizzes are scored following a four-level rubric (1. Below Expectations. 2. Needs work. 3. Competent. 4. Excellent).
- Standard of success to be used for this assessment: 75% of students score 75% or higher.
- Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
131	19

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Three online sections of Art 130 and one face-to-face section of Art 130 were taught in the Winter of 2019. In this particular round of assessment, only students from the face-to-face section were assessed.

Reason: In face-to-face classes, a controlled quiz environment exists (Testing Center). This assessment is based on a multi-faceted closed-book quiz.

At this point, we do not know how to create a comparable environment for the online courses as we cannot require students that live in various places to come to the WCC Testing Center.

Either a separate assessment tool will have to be developed or two different assessments have to be conducted.

Any advice by the committee is much appreciated.

All students present for the test in the face-to-face section were counted in the assessment. 21 students were registered (actively participating in class at this point in the semester). 19 students were present for the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See note above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

THE INSTRUMENT:

1. SHORT ANSWERS (35) – OUTCOME 1

Question 1: What is meant by *type* in the context of African art? (5)

Total Score for all students: 3.1/5 = 62%

Question 2: How did authentic African art reach Western Art Museums or collections in the West? List (no sentence needed) at least *three* possible ways. (10)

Total Score for all students: 9.26/10 = 92.6

Question 3: Name at least *three* artistic conventions that are used to depict status or power in traditional African art. (10)

Total Score for all students: 10/10 = 100%

Question 4: Define the terms matrilineal and matriarchal. (10)

Total Score for all students: 8.68/10 = 87%

All questions were scored by the instructor based on a set of criteria (rubrics) that had to be met.

The following scale was applied to this and all outcomes:

Excellent (90-100%) = 4

Good (80-89%) = 3

Needs work (75-89%) = 2

Below Expectations (74% and below) = 1

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
Student Count Outcome 1: 11 students = 4; 3 students = 3; 2 students = 2; 3 students = 1
16/19 students or 84% of students are passing master syllabi/Gen Ed standards.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Course Assessment OUTCOME 1: The above conducted assessment was based on a typical unit test for face-to-face art appreciation classes. Each test in this course addresses all three outcomes outlined in the master syllabus for the course. A clear hierarchy emerged between the three outcomes ranging from 68% for outcome 2 to 84% for outcome 1 to 94% for outcome 2. One focus in this class is the recognition and understanding of artistic techniques. It is good to see that this outcome came in as a strong second fully meeting the standards expected.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

No changes in teaching or content are anticipated for this outcome. It is noteworthy that the more open-ended questions (that allowed students to draw on a broad band of terms, examples, and a general understanding) such as question 3 in outcome 1, resulted in a higher/perfect success rate than the testing of very specific knowledge, such as in question 1 in outcome 1.

Outcome 2: Recognize artistic concepts and ideas.

- Assessment Plan
 - Assessment Tool: Departmentally-developed quiz
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Quizzes are scored following a four-level rubric (1. Below Expectations. 2. Needs work. 3. Competent. 4. Excellent).
 - Standard of success to be used for this assessment: 75% of students score 75% or higher.
 - Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
131	19

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Three online sections of Art 130 and one face-to-face section of Art 130 were taught in the Winter of 2019. In this particular round of assessment, only students from the face-to-face section were assessed.

Reason: In face-to-face classes, a controlled quiz environment exists (Testing Center). This assessment is based on a multi-faceted closed-book quiz.

At this point, we do not know how to create a comparable environment for the online courses as we cannot require students that live in various places to come to the WCC Testing Center.

Either a separate assessment tool will have to be developed or two different assessments have to be conducted.

Any advice by the committee is much appreciated.

All students present for the test in the face-to-face section were counted in the assessment. 21 students were registered (actively participating in class at this point in the semester). 19 students were present for the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See note above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

THE INSTRUMENT:

ESSAY (20) – OUTCOME 2

In a short essay analyze some of the general *differences* of art in the Western and art in the traditional African world. Include such things as value, use, origin, creation, artists, material, traditions, etc. Demonstrate standard English writing skills as well as an understanding of the content.

Total Score for all students: 16.21/20 = 81 %

The instrument was scored by the instructor following a set of criteria (rubrics) that had to be met.

The following scale was applied to all outcomes:

Excellent (90-100%) = 4

Good (80-89%) = 3

Needs work (75-89%) = 2

Below Expectations (74% and below) = 1

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Student Count Outcome 2: 10 students = 4; 2 students = 3; 1 student = 2; 6 students = 1

13/19 students or 68% of students are passing master syllabi/Gen Ed standards

NOTE:

I have an expectation scale (75% of students need to score 75% or higher) that is 5% higher than most instructors who expect **70% of students 70% or higher**. Perhaps, that needs adjustment? With that scale recalculated, the success rate jumps from 68% to 84%.

Recalculated Outcome 2: 10 students = 4; 2 students = 3; 4 students = 2; 3 students = 1

16/19 students or 84% of students could be passing master syllabi/gen ed standards with an adjusted scale.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Course Assessment:

The above conducted assessment was based on a typical unit test for face-to-face art appreciation classes.

Each test in this course addresses all three outcomes outlined in the master syllabus for the course. A clear hierarchy emerged between the three outcomes ranging from **68% for outcome 2** to 84% for outcome 1 to 94% for outcome 3.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The more theoretical and analytical essay question was answered by only 68% of students successfully. This is no surprise as analytic thinking and writing skills in general are weaker in the WCC student body.

This area could be strengthened by incorporating more focused exercises in analytic, visual thinking throughout the Art Appreciation course.

This particular assessment tool also went beyond the required "recognition" and incorporated a more challenging factor of analysis and comparison.

Given that aspect, the outcome is appropriate and clearly distinguishes the accomplished students from those with needs.

Note also, that I have an expectation scale of 75% of students need to score 75% or higher, which is 5% higher than most instructors who expect **70% of students 70% or higher**. Perhaps, that needs adjustment? With that scale recalculated, the success rate jumps from 68% to 84%.

Recalculated Outcome 2: 10 students = 4; 2 students = 3; 4 students = 2; 3 students = 1

16/19 students or 84% of students could be passing master syllabi/gen ed standards with an adjusted scale.

Outcome 3: Match events, people, locations and works of art with the proper period/movement/culture.

- Assessment Plan
 - Assessment Tool: Departmentally-developed quiz
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Quizzes are scored following a four-level rubric (1. Below Expectations. 2. Needs work. 3. Competent. 4. Excellent).
 - Standard of success to be used for this assessment: 75% of students score 75% or higher.
 - Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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	2019	

2. Provide assessment sample size data in the table below.

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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

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Reason: In face-to-face classes, a controlled quiz environment exists (Testing Center). This assessment is based on a multi-faceted closed-book quiz.

At this point, we do not know how to create a comparable environment for the online courses as we cannot require students that live in various places to come to the WCC Testing Center.

Either a separate assessment tool will have to be developed, or two different assessments have to be conducted.

Any advice by the committee is much appreciated.

All students present for the test in the face-to-face section were counted in the assessment. 21 students were registered (actively participating in class at this point in the semester). 19 students were present for the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See note above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

IDENTIFICATIONS (50) - OUTCOME 3

1. Clearly identify these images. Pick *five out of ten* (individual choice).
2. Describe the function (use and/or meaning) of this piece in the context of African art

Note that this question allowed students to pick 5/10 images and answer according to their strengths. Therefore, not all images were identified by all students. However, many students answered more than the required five. Taking *all* answers into account, the following is the breakdown of results by percentage per image. Taking only the five highest answers into account produces much higher percentages and grade breakdown results per

student. Extra credit was built into this quiz question as well. I could not fully sort this out statistically...

Image 1: Total Score: $3.57/5 = 71\%$

Image 2: Total Score: $4.15/5 = 83\%$

Image 3: Total Score: $4.36/5 = 87\%$

Image 4: Total Score: $3.00/5 = 60\%$

Image 5: Total Score: $2.47/5 = 49\%$

Image 6: Total Score: $4.73/5 = 94\%$

Image 7: Total Score: $3.78/5 = 75\%$

Image 8: Total Score: $4.73/5 = 94\%$

Image 9: Total Score: $3.36/5 = 67\%$

Image 10: Total Score: $4.63/5 = 92\%$

The instrument was scored by the instructor following a set of criteria (rubrics) that had to be met.

The following scale was applied to all outcomes:

Excellent (90-100%) = 4

Good (80-89%) = 3

Needs work (75-89%) = 2

Below Expectations (74% and below) = 1

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Outcome 3: 16 students = 4; 1 students = 3; 1 students = 2; 1 students = 1

18/19 students or 94% of students are passing master syllabi/Gen Ed standards

NOTE: The more open-ended questions that allow students to draw on a broad band of terms, examples, and a general understanding such as question 3 in outcome 1, result in a higher success rate than the testing of very specific knowledge, such as question 1 in outcome 1.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Course Assessment:

The above conducted assessment was based on a typical unit test for face-to-face art appreciation classes.

Each test in this course addresses all three outcomes outlined in the master syllabus for the course. A clear hierarchy emerged between the three outcomes ranging from 68% for outcome 2 to 84% for outcome 1 to 94% for outcome 3.

Art Appreciation is a class in which visual thinking, recognizing and matching is a major focus. It is therefore appropriate and reassuring to see the highest % in this category.

Since extra credit was offered for this particular question (actually testing the knowledge of African indigenous terms for the various art forms), and since students could choose five out of ten images, the score is skewed on the high side. It was impossible for me to sort out the details here.

Most likely, the score without these choices would have been closer to 85-89% of success.

It is noteworthy that the more open-ended questions (that allowed students to draw on a broad band of terms, examples, and a general understanding) such as question 3 in outcome 1, resulted in a higher/perfect success rate than the testing of very specific knowledge, such as in question 1 in outcome 1.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

No changes in teaching or content are anticipated for this outcome.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Since this is the first successful round of assessment (a previous round could not be completed due to above outlined technical difficulties with data that had been collected with TurningPoint clickers), no changes had been proposed previously or implemented currently.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Two of three outcomes meet the course assessment standards laid out in the master syllabus. The one outcome that did not meet the standard actually required additional analytical skills.

This outcome may not be stellar, but it is confirmation that we are on the right track with this class.

No immediate changes in teaching content or teaching style are anticipated. But attention will be paid to improve the analytical skills for all students.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Part-time instructors are mentored by me, the only full-time instructor. If the opportunity arises to assess one of their courses, more information on this subject can/will be provided. I am currently the only instructor teaching the face-to-face Art 130 course.

Restating: It would be great to have the committee's input on how to include the online courses in this process.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Outcome Language Change: Note, that for all outcomes, I have an expectation scale of	I am not inclined to make the assignment easier. Students are given a variety of areas to perform	2019

	<p>75% of students need to score 75% or higher, that is 5% higher than most instructors who expect 70% of students 70% or higher. Perhaps, that needs adjustment?</p> <p>With an adjusted scale and a recalculated score, the success rate jumps from 68% to 84%.</p> <p>Recalculated Outcome 2: 10 students = 4; 2 students = 3; 4 students = 2; 3 students = 1</p> <p>16/19 students or 84% of students are passing master syllabi/gen ed standards</p>	<p>and to get a good overall grade in this course.</p> <p>This particular assessment tool is hard and identifies clear shortcomings in the students' abilities to think critically and analytically. I believe that this is a beneficial message.</p> <p>If passing the assessment requirements is the purpose of assessment, the outcome language needs to be changed.</p> <p>If identifying weaknesses in our students' abilities is the purpose of assessment, then falling short in this area is right on the mark.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Outcome 1 - Data](#)

[Outcome 2 - Data](#)

[Outcome 3 - Data](#)

Faculty/Preparer:

Elisabeth Thoburn **Date:** 06/15/2019

Department Chair: Allison Fournier **Date:** 06/24/2019
Dean: Kimberly Jones **Date:** 07/25/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/11/2019