Discipline	Course Number	Title
Art (new)	143	ART 143 05/30/2021- African American Art and Culture
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Arts
Faculty Preparer		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?

   No

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

   3.

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

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize specific works of art from a variety of movements.

- Assessment Plan

    o Assessment Tool: Common quiz questions

    o Assessment Date: Fall 2014

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students to a maximum of 50

    o How the assessment will be scored: Quizzes will be scored using an answer key.

- o Standard of success to be used for this assessment: 70% of the students will score 70% or higher on quizzes.

- o Who will score and analyze the data: Faculty in the department will "blind" score and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
12	11

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.

One of the registered students was a non-traditional student who did not take the course for credit and therefore did not participate in the quizzes and tests.

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.

Unfortunately, only one section of this course is running. We cannot offer it during different times or in different modes. This course was offered in virtual mode during the Fall semester 2020 due to Covid.

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

Assessment Tool:

Identify the following art works by artist, title, medium.

Example: Kara Walker, *A Subtlety*, or *The Marvelous Sugar Baby*. Sugar Polystyrene, plastic, molasses.

Scoring and Rubric:
For grading purposes, student performances were measured in percentages based on a 100% scale.
For assessment purposes, a rubric scale 1-4 was applied and calculated as follows:
4 = Excellent (89-100%)

| 3 = Good (76-88%) |
| 2 = Needs Work (75%-70%) |
| 1 = Below Expectations (69% and below). |

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>
4 = Excellent (89-100%)   **6/11**
3 = Good (76-88%)   **3/11**
2 = Needs Work (75%-70%)   **0/11**
1 = Below Expectations (69% and below).   **2/11**
9/11 or 82% met the standard of success.
Interpretation of the data: Instruction is addressing the outcomes and students are meeting the desired outcome of the course. What is notable is that there are no students who scored in the "needs work" (2) scoring rubric. This might indicate lack of study on the students' end rather than need for changes on the instruction side.

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

| 82% of students passed the assessment threshold and are performing in the excellent and good category.

This outcome requires some degree of memorization. The outcome reflects more on the student work than on the instruction provided. If students do their work, they will excel. Two students obviously were "lost". |

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.

| We have increasingly provided study tools such as quizlets and practice quizzes to make studying more fun, more engaged, and more varied. Students have responded well to these tools and teachers are happy as well. |

Outcome 2: Recognize important moments and periods of the African American artistic and cultural experience.

- Assessment Plan

    o Assessment Tool: Common test questions

    o Assessment Date: Fall 2014

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students to a maximum of 50.

    o How the assessment will be scored: Exams/Tests will be scored using an answer key.

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher on exams/tests.

    o Who will score and analyze the data: Faculty in the department will "blind" score and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
12	11

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.

One of the registered students was a non-traditional student who did not take the course for credit and therefore did not participate in the quizzes and tests.

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.

Unfortunately, only one section of this course is running. We cannot offer it during different times or in different modes. This course was offered in virtual mode during the Fall semester 2020 due to Covid.

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

Assessment Tool:

Discuss in essay form, the way in which the work *Subtlety* by Kara Walker references the history of art and the idea of power.

Scoring and Rubric:
For grading purposes, student performances were measured in percentages based on a 100% scale.
For assessment purposes, a rubric scale 1-4 was applied and calculated as follows:
4 = Excellent (89-100%)
3 = Good (76-88%)
2 = Needs Work (75%-70%)
1 = Below Expectations (69% and below).

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	
4 = Excellent (89-100%)	**3/11**
3 = Good (76-88%)	**3/11**
2 = Needs Work (75%-70%)	**3/11**
1 = Below Expectations (69% and below).	**2/11**

9/11 or 82% met the standard of success.

Interpretation of the data:
Instruction is addressing the outcomes and students are meeting the desired outcome of the course. What is notable is that the students who passed this assessment rubric are wider spread in their grade distribution. Only three students performed at the "excellent" level, three at the "good" level and three at the "needs work" level. In the other two outcomes, zero students scored in the "needs work" category. This question/outcome is the most abstract of the three and it demonstrates that some students are struggling still with synthesis and analysis. Overall, they are on track, but there is room for improvement.

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

> 82% of students passed the assessment threshold and are performing in the excellent and good category.
>
> This outcome requires analytic skills and comprehension. A particular example has to be put in the context of history. Students do struggle most in this area as is reflected by the small number of students achieving a score of 4 (only 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.

> We are aware of this struggle and have constantly worked on providing exercises and small non-graded assignments as well as group activities to improve student performance in this area. It is an uphill battle if it happens in isolation. Other classes need to work on this, too. Critical thinking across the curriculum is an area that deserves our attention and continued input.

Outcome 3: Recognize important people involved in the making of African American movements and culture.

- Assessment Plan

    o Assessment Tool: Common research or other projects

    o Assessment Date: Fall 2014

    o Course section(s)/other population: All sections.

    o Number students to be assessed: All students to a maximum of 50.

    o How the assessment will be scored: Research or other projects will be scored using a departmentally-developed rubric.

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher on research or other projects.

    o Who will score and analyze the data: Faculty in the department will "blind" score and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
12	11

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.

One of the registered students was a non-traditional student who did not take the course for credit and therefore did not participate in the quizzes and tests.

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.

Unfortunately, only one section of this course is running. We cannot offer it during different times or in different modes. This course was offered in virtual mode during the Fall semester 2020 due to Covid.

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

Assessment Tool:

Explain in essay form, how Kara Walker through her work *Subtlety* or *Sugar Baby* reflects the human experience of Slavery.

Scoring and Rubric:
For grading purposes, student performances were measured in % based on a 100% scale.
For assessment purposes, a rubric scale 1-4 was applied and calculated as follows:
4 = Excellent (89-100%)
3 = Good (76-88%)
2 = Needs Work (75%-70%)
1 = Below Expectations (69% and below).

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	
4 = Excellent (89-100%)	**5/11**

3 = Good (76-88%)	**2/11**
2 = Needs Work (75%-70%)	**3/11**
1 = Below Expectations (69% and below).	**1/11**

10/11 or 90% met the standard of success.

Interpretation of the data:
The course is addressing the outcome and students are meeting the desired outcome of the course. What is notable is that the students who passed this assessment rubric are wider spread in their grade distribution (just like in outcome #2). Five students performed at the "excellent" level, two at the "good" level and three at the "needs work" level. In outcome #1 zero students scored in the "needs work" category. This question/outcome is based on connecting people, their work, and the context they work in. The spread of performance demonstrates that some students are still strugglin with synthesis and analysis. Overall, they are on track, but there is room for improvement.

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

90% of students passed the assessment threshold and are performing in the excellent and good category. It is the highest performance of the three outcomes.

This outcome also requires analytic skills and comprehension (as does outcome #2). But it is the core topic of this course and therefore is addressed throughout the course in various forms and numerous examples. Students are "getting it". We are happy.

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.

We are providing exercises and small non-graded assignments as well as group activities to illuminate the issues in this course. This method is working well and obviously has borne fruit. We will keep this format.

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.

Over the years we have added a variety of teaching strategies that updated the course. We include Quizlets, Kahoot, interactive discussions, and group work into

the overall lectures and discussions. These tools have greatly enhanced the variety of learning methods which in turn has led to a more engaging classroom experience.

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?

The assessment process brought nothing new to light.
No surprises.

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

This report was compiled by the full-time instructor, but the data was provided by the part-time instructor who was teaching the course in Fall of 2020. Data and success were discussed with the faculty at the time of the compilation of data.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Essay questions scored by a rubric will be used to assess Outcomes #1 and #2.	This type of assessment tool is a more accurate way to assess students' understanding and performance related to these outcomes.	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Continue to add material/non-graded assignments to help students with analysis and critical thinking.	Students struggle with this skill; extra practice will help reinforce this area.	2021

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

ART 143 Assessment Data

Faculty/Preparer: Elisabeth Thoburn **Date:** 06/17/2021

Department Chair: Elisabeth Thoburn **Date:** 06/29/2021
Dean: Scott Britten **Date:** 07/23/2021
Assessment Committee Chair: Shawn Deron **Date:** 07/26/2022