

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT (Blackboard Data)**

<b>Course Title and Number:</b> Art Appreciation ART100	<b>Academic Term and Year of Assessment</b> Activity Fall 2019
<b>Report Submitted By:</b> Lacy Miller	<b>Number of Students Assessed:</b> 32
<b>Date Report Submitted:</b> 1/24/2020	<b>Number of Sections Included:</b> 2
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.):</b> Online / web based only	

<b>Course Role in the Curriculum</b>
<b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>
<p><b>Catalog Description:</b> Demonstrates the significance of art in everyday life through study of the works of various artists.</p> <p><b>Expanded Course Description:</b> This course provides an introduction to art, including themes and topics, design elements and chronological history.</p> <p><b>Role in College Curriculum:</b>  <input checked="" type="checkbox"/> General Education Core (Specify category) - Humanities  <input checked="" type="checkbox"/> General Elective</p>

<b>Previous Assessment Reports and Results</b>
<b>Date of Previous Assessment:</b> 2009
<b><u>Describe the successful elements of the previous report's action plan below.</u></b>
<b>Refer to any unmet Learning Outcomes in the Action Plan section, following. If appending pages, include notation in box to "See attached".</b>
<p>The previous course assessment from 2009 fulfilled it's 4 learning outcomes above the 80% threshold that was set at the time.</p> <p>.....</p> <p>Previous Assessments Conclusion and Action Plan:  <i>"Three questions received less than 50% correct answers. These questions all came from the third test which is the last assignment in the semester. Students have typically lost some of their commitment by the end of the semester. However the instructor will create projects that will provide preparation for these questions in addition to the current reading assignments, study guide prompts and internet research. These projects will be in place by the beginning of fall semester 2009. See attached for alignment of course outcomes and test questions."</i></p> <p>Since the 2009 this course has added 5 more learning outcomes for a total of 9.</p>

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>

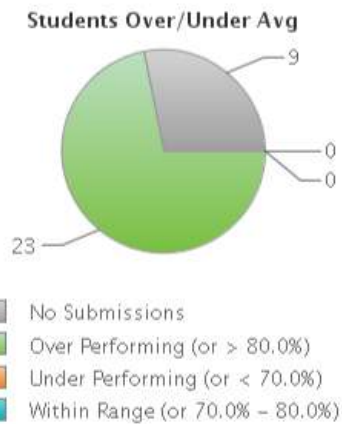
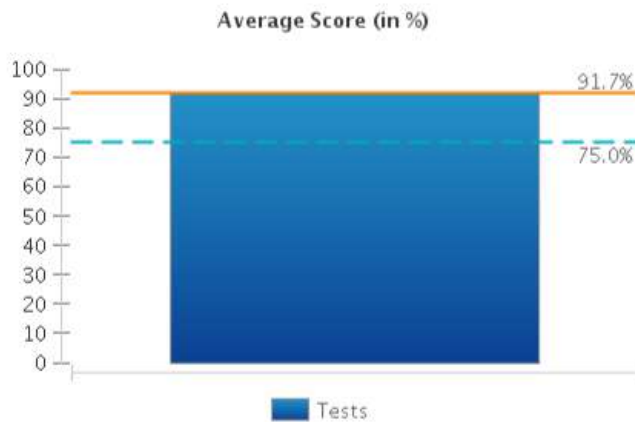
- 3- Unit Exams
- 12- Weekly Quizzes
- 11- Weekly Discussion
- 1 -Critical Thinking Test

\* The Exams/Quizzes are listed together in the below chart as “Tests.”

### Assessment Results: Course Overview

#### Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	91.7%	96.0%	100.0%	11.2%



	Average Score (in %)	Performance Offset	Count of Items
<a href="#">Tests</a>	91.7%	16.7%	16

### Assessment Results: Detail by Goal

Detail by Goal	Overall Average	Tests
<b>ART 100 Goals</b>		
<a href="#">1 ART 100. Recognize the major periods in world art from the prehistoric period to the present.</a>	93.4%	<u>93.3%</u> (5)
<a href="#">2 ART 100. Recognize the various mediums and materials of art and architecture</a>	92.3%	<u>92.3%</u> (9)
<a href="#">3 ART 100. Relate technology and social history to the art of a given period.</a>	92.3%	<u>92.4%</u> (6)
<a href="#">4 ART 100. Analyze a landmark work of art.</a>	95.2%	<u>95.2%</u> (1)
<a href="#">5 ART 100. Ascribe the works of art to general time periods in history.</a>	93.4%	<u>93.3%</u> (5)
<a href="#">6 ART 100. Identify style, period and artist of an unknown work.</a>	91.9%	<u>92.0%</u> (4)
<a href="#">7 ART 100. Discuss the relationship of the style and content of the work to both the historical period and the political climate at the time of the production.</a>	88.9%	<u>88.7%</u> (4)
<a href="#">8 ART 100. Compare two works of art in terms of style and content.</a>	89.9%	<u>89.8%</u> (8)
<a href="#">9 ART 100. Present an opinion on the development of art in terms of style and content.</a>	86.4%	<u>86.3%</u> (3)

\* Please note if using a different minimum performance standard.

<b>Conclusions</b>
<p><b>Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b></p> <p>All nine learning outcomes met the 75% performance threshold.</p> <p>Outcomes 7 and 9 only met the performance standard by 11-13%</p> <p><b>7. Discuss the relationship of the style and content of the work to both the historical period and the political climate at the time of the production.</b></p> <p><b>9. Present an opinion on the development of art in terms of style and content.</b></p> <p>These two outcomes are actually meeting a higher standard, the analytics are showing the entire picture. Weekly discussions are not part of the BlackBoard Performance Report due to their inability to be quantified, they play a large part in Course Outcomes 7 and 9 both of which are open-ended learning outcomes.</p> <hr/> <p>Although the class is meeting all it’s performance standards my concerns are with student interaction, participation and satisfaction.</p> <p>It is my opinion that many students just open the test/exams and then google around till one of the multiple choices answers looks familiar.</p>

12/23/2019		- Course Evaluations - Campus Labs					N	DNA	SD	M
Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always					
Displayed a personal interest in students and their learning	7.69% (1)	15.38% (2)	23.08% (3)	7.69% (1)	46.15% (6)	13	0	1.38	3.69	
Found ways to help students answer their own questions	0% (0)	23.08% (3)	23.08% (3)	23.08% (3)	30.77% (4)	13	0	1.15	3.62	
Demonstrated the importance and significance of the subject matter	7.69% (1)	7.69% (1)	15.38% (2)	15.38% (2)	53.85% (7)	13	0	1.3	4	
Made it clear how each topic fit into the course	7.69% (1)	7.69% (1)	15.38% (2)	15.38% (2)	53.85% (7)	13	0	1.3	4	
Explained course material clearly and concisely	7.69% (1)	7.69% (1)	7.69% (1)	30.77% (4)	46.15% (6)	13	0	1.24	4	
Introduced stimulating ideas about the subject	7.69% (1)	7.69% (1)	15.38% (2)	38.46% (5)	30.77% (4)	13	0	1.19	3.77	
Inspired students to set and achieve goals which really challenged them	15.38% (2)	0% (0)	30.77% (4)	15.38% (2)	38.46% (5)	13	0	1.39	3.62	

**Qualitative**

Comments -

- I did not really ask my teacher questions and therefore did not have much commentary from my teacher. The quizzes are graded and do not require comments from the teacher.
- I haven't gotten any responses or feedback from any discussion or anything in general. I haven't spoken to the professor directly.
- I like the subject matter, but more interaction with the students would definitely increase the overall experience of taking a college class.
- This class was a good way to gain college credit and I am very glad I took it.
- N/A
- very passionate about art, an amazing teacher, and willing to help the students if they need it.
- I think courses like this are a great way to prepare high school students for college.
- More of a variety of activities.
- Lacy Miller makes this course interesting and always on time with the uploading the assignments.
- I really like the way the class and the assignments are set up. It is very organized and an interesting subject.

If we look at these select areas from the student satisfaction survey, we see that many students ranked the instructor as having low: “interest in students,” topic clarity and explanation of course material. This is in part to the course set-up and dependence on the book.  
 From student comments we see students asking directly for more interaction and a larger variety of activities. Students have also emailed me directly asking for “extra” course resources.

**Action Plan and Date for Reassessment**

**Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.**

This course is well laid out and the curriculum covers all areas of the subject; moving forward this course can (and will) maintain the 75% performance threshold.

It is my opinion that many students just open the test/exams and then google around till one of the multiple choices answers looks familiar. In short- this class is very book dependent and dry, the previous instructor’s study guides and student notifications are wordy, confusing and written in an unapproachable tone.

Since this is the case, the best action to take would be to present the information in a way that students will find more engaging and are more likely to engross knowledge from.

**Attentions on revising course activities:** reinforce course materials and involve students more.

As instructor my plan of action is to create a series of lecture style videos. (They will be embedded from a YouTube account created for this class. They are accessible from Blackboard only and not public.) This style of presenting course information will reinforce text book concepts and improve student involvement by:

1. Hearing vocabulary used in relation to the topic.
2. Potentially incorporating more information than what is present in this textbook.
3. Linking the chapter topic to the discussion board. Hopefully creating more insightful student responses.
4. Creating a learning space where students are more likely to ask questions. Hopefully, seeking information from instructor as a resource rather than a facilitator.

It is important to note that these videos will not replace the book but will simply accompany it.

In the email that this document is linked 2 “pilot” videos:

First is simply an introduction to the course that was up from day one of the Spring 2020 term. The other is a lecture from Chapter 4 and will be up as a study to judge student interest.

It will take me time to create all +/- 15 lectures so this will be an ongoing improvement. Its implementation will begin in Spring of 2020 but will take time to finalize and adjust.

Study Guide for Chapter 4:

<https://youtu.be/wMemwOgnWNY>

**Assessment Committee Recommendation/Approval  
(To be posted by Assessment Committee Chair)**

Approved as presented

Approved with recommendations for future reports (Explanation Required)

Resubmission Required. Reason for Resubmission:

**Date: 02/21/2020**