

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Humanities (new)	102	HUM 102 06/07/2021- Introduction to the Humanities - Renaissance to Modern
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Humanities
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: Identify various artistic media, techniques, periods, styles and cultures.

- Assessment Plan
  - Assessment Tool: Departmentally-developed test
  - Assessment Date: Fall 2020
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of students will score 70% or higher.
- Who will score and analyze the data: Full- or part-time instructors in the department

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
17	17

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.

All students enrolled were present in the assessment.

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: You will see three works of art. Take about 5 minutes to identify each as well as you can naming the artist, title, date (get as close as you can, even the century is helpful), and medium (or material it is made of). Explain why it is significant. Think about how it represents the artist and what formal characteristics link it to that person. Think about the content and how that reflects the artist or the period in which it was created. Think about how it demonstrates developments in art and culture in the period in which it was painted.

Works provided: Leonardo, Mona Lisa, Botticelli, Birth of Spring, Giotto, Arena Chapel, Flight into Egypt, Masaccio, Tribute Money

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%) 7/17 students scored in this bracket.

3 = Good (76-88%) 8/17 students scored in this bracket.

2 = Needs Work (75%-70%) No student scored in this bracket.

1 = Below Expectations (69% and below) 2 students scored in this bracket.

88% of the students (15/17) met the assessment requirements. 12% of the students did not meet the assessment requirements.

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 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.

88% of students passed the assessment threshold and are performing in the good/excellent category. This is reassuring news. Identifying art along formal and contextual lines is the bread and butter of our courses. Students are understanding the concepts.

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.

Two students failed to achieve passing levels. One at 66%, the other at 50%. This area of our courses depends on studying and some degree of memorization. Some students fail to study or are unwilling to memorize. There is little we can change to improve the overall outcome. To have 88% of students perform as expected is all we can hope for.

Outcome 2: Recognize artistic and cultural concepts within their proper context.

- Assessment Plan
  - Assessment Tool: Departmentally-developed test
  - Assessment Date: Fall 2020
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
  - Who will score and analyze the data: Full- or part-time instructors in the department

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
17	17

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.

All registered students were assessed.

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: In a major shift from the Medieval period, many of the artists, scientists, and writers from the early Renaissance to the Industrial Revolution, relied on observation and experimentation in their work. Observation made their work more accurate, expanded our understanding of the natural world and embellished their poetry. Choose one artist, one scientist, and one writer from the lists below and discuss how they used empiricism, empirical evidence or observation in their work, why it was important to them, and why it was important to their period in history or their artistic movement.

ARTISTS: Leonardo, Michelangelo, Albrecht Durer, Maria Sibylla Merian

SCIENTISTS: Galileo, Charles Darwin, Antoine Lavoisier, Benjamin Franklin

WRITERS: Francis Bacon, Denis Diderot, William Wordsworth

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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%) 9/17 students scored in this bracket.

3 = Good (76-88%) 7/17 students scored in this bracket.

2 = Needs Work (75%-70%) No student scored in this bracket.

1 = Below Expectations (69% and below) 1 students scored in this bracket.

94% (16 of 17) of the students met the assessment requirements. 6% of the students did not meet the assessment requirements.

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 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.

94% of students passed the assessment threshold and are performing in the good/excellent category.

This is great news. We hold this area of our courses in high regards as students need to analyze, conceptualize and synthesize. This assessment tool was a take-home essay in which students knew the question, but had to write an essay in the classroom. Use of notes were permitted.

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 wish that we could raise students' performances to a level in which these types of essays could be given in class without prior preparation. But this is unrealistic. And we believe that it also does not go along with current technology. Facts can be googled at any time. In real life, we are given opportunities to prepare before we have to present.

We are happy with the current state of student performances. One person did not only perform below expectations, but pretty much was lost altogether. Despite the take-home format that student failed. There is little we can or need to do on the teaching end of things.

Outcome 3: Identify important people (such as scientists, philosophers, artists, musicians) and their achievements with the periods, styles or cultures they influenced.

- Assessment Plan

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All students were assessed.

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.

Describe how the works in each slide represent the aesthetics and cultural values of a particular period. Identify each image as well as you can naming the artist, title, date (get as close as you can, even the century is helpful), and medium (or

material it is made of). This is not quite as important as previously. I'm more interested in what you say about how the art--its content/what it portrays, and its style/how it is painted--reveals the character of the period in which it was created. Consider historical context, cultural values and the social circumstances in which it was produced. Consider how the artist fit in with the people who formed the values of the period in question. Consider whether the artist was supporting an existing social structure or moving in new territory.

#### Images

NEOCLASSICISM: represented by David's Oath of the Horatii

ROMANTICISM: represented by Friedrich's Monk by the sea

REALISM: represented by Courbet's Funeral at Ornans

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

88% of students passed the assessment threshold and are performing in the good/excellent category.

This is reassuring news. Emphasis in this assessment tool was put on the context in which the artists are working. Students are understanding the connections between people, their output and the times in which they work.

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.

As in the previous analysis, we are happy that 88% of students are passing. Two students failed to achieve the level we hoped for. One at 58%, the other at 20%. Given the success of the majority of students, the teacher, the material, and the teaching methods don't seem to fall short.

### 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 tools which in turn has led to a more engaged 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
No changes intended.			

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

6.
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### III. Attached Files

[Rubric Sample for HUM](#)  
[HUM 102 Assessment Data](#)

**Faculty/Preparer:** Elisabeth Thoburn **Date:** 06/07/2021  
**Department Chair:** Elisabeth Thoburn **Date:** 06/29/2021  
**Dean:** Scott Britten **Date:** 07/23/2021  
**Assessment Committee Chair:** Shawn Deron **Date:** 03/15/2022