Course Assessment- Part B: Your Results & Analysis   COMPLETE   #658

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ART 212-Modern Art History: Early 20th Century Art- Luke Peterson- Part B- Fall 2024

* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Overall, the results were very positive. With one of the largest margins of success yet. Of 13 students, two did not pass. One of those students never participated and failed to withdraw from the course. So, the success rate is arguable 12 of 13 students.

* Outcome #1

View works of art, reflect on and evaluate the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists and its relationship to art of the past.

* % of students who successfully achieved the outcome (C or above)

92

* Outcome #2

Understand the stylistic characteristics of early 20th century art and architecture and recognize the ways in which modernism has shaped our contemporary urban world.

* % of students who successfully achieved the outcome (C or above)

85

* Outcome #3

Recognize formal qualities in 19th century art and read visual elements, artistic and cultural styles, and symbols.

* % of students who successfully achieved the outcome (C or above)

85

* ANALYSIS 3. What contributed to student success and/or lack of success?

Each group is obviously different and there are more variables than can be listed here. Still, I believe that improved communication and clearer instructions and expectations helped improve these numbers. I am, of course, continually evolving and improving my courses according to student feedback and struggles. I don't think that I've ever taught the exact same course ever. ;)

* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

This term it appears to align quite well. Based on reflections, students felt confident in demonstrating their knowledge in each area.

* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)

If we disregard the one student who remained registered for the course, but did not participate, then yes. 92% success rate > 90%. So, yes, they met my own personal expectations.

* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?

I could consider emailing and pressuring students to drop or start participating at the beginning. The issue with this one student was that after the start of the term and I didn't see that there was a new registration and they were never added to Moodle and they never reached out. I suppose I need to check the registration status for the course more often after the beginning of the course.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

It would be nice to develop lecture videos to suplement the course content. Paying instructors for their time in this development would be a good motivator.

* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

My adjustments were minimal, but perhaps effective. Rephrasing exam questions and assignment instructions. Releasing study guides earlier.

9. Describe how you explain information about course outcomes and their relevance to your students.

To be honest, I don't explain much. The outcomes are introduced in the syllabus and each assessment is visually tagged with the related outcome(s), so students can see which outcome is being measured. The weekly to-do list could be edited to introduce this outcomes in relation to the content.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

No intentional changes have been made to the curriculum to support these abstract outcomes, but arguably all improvements to the course further most of these outcomes.