Assessment: Course/Service Four Column

De Anza College

Dept - (SSH) Humanities

HUMI 16:Arts, Ideas and Values

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
HUMI16_SLO_1 - Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change. **SLO Status:** Active	**Presentation/Performance -** Student success will be evaluated through completion of a presentation. **Target for Success:** In order to measure success, 90% of students will curate a collection of images demonstrating a link between art and ethnicity, politics, or social inequality and then complete a written assignment explaining the connection between the image and the issue with a minimum of 85% of points possible.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 90% of students completing a written assignment with a minimum of 85% of the points possible. Since this is part of a series of assignments built around the curation of images drawn from topics in the curriculum, students achieved a strong degree of success with a 96% completion rate and a nearly 99% average score for the assessment. (03/20/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, students who completed the class achieved success in learning the course materials. This course has a small rate of attrition, in part because it meets transfer requirements and is often a necessity for graduation and transfer. Students complete most assignments with enthusiasm because they build on personal preferences about art and culture, applying new principles from the curriculum as we progress through the course. Student engagement with course materials continues to be the strongest measure of student success. When learners are intrigued with the subject, interested in exploring content and completing exercises, the learning process is smooth and exciting. In this sense, continuing to develop activities and exercises that impart the desired content while appealing to student learning preferences is important to me.	**Enhancement:** While most students successfully completed assignments, not everyone mastered the ability to recognize the influence of popular culture on artists and their work. While students consistently displayed evidence of understanding the ideas and being able to provide examples, they don't always apply the concepts to assignments unless specifically instructed. This suggests I need to encourage more scaffolding as the curriculum progresses during the session so that students continue to actively apply what they are learning, even when not directly instructed. (03/20/2017) **Follow-Up:** Although student success with the assignment used to measure this task was high it may also reflect that the work is not as challenging as it might be. Given that there are several similar tasks that focus on differing aspects of curriculum, I

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			may try to create linkage that makes each subsequent task a little more challenging so that student continue to build skills based on content as they progress through the course. (03/20/2017)
HUMI16_SLO_2 - Students will analyze the dynamic relationship between contemporary culture, artistic expression, and individual assumptions, beliefs and values. **SLO Status:** Active	**Project -** Student success will be evaluated through completion of a written essay/paper. **Target for Success:** In order to measure success, 90% of students will complete a written profile of a twentieth century artist who influenced public perception and artistic expression with a minimum of 85% of points possible.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In this outcome, I had a goal of 90% of students completing a written assignment with a minimum of 85% of the points possible. Since this is a culminating essay/paper, I was not surprised to see a 92% completion rate and a nearly 91% average score for the assessment. (03/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, students who completed the class achieved success in learning the course materials. This course has a small rate of attrition, in part because it meets transfer requirements and is often a necessity for graduation and transfer. Students complete most assignments with enthusiasm because they build on personal preferences about art and culture, applying new principles from the curriculum as we progress through the course. Student comments about course material expectations supports my impression of a balanced work-load after having taught the subject matter many times.

Student engagement with course materials continues to be the strongest measure of student success. When learners are intrigued with the subject, interested in exploring content and completing exercises, the learning process is smooth and exciting. In this sense, continuing to develop activities and exercises that impart the desired content while appealing to student learning preferences is important to me. | **Enhancement:** One thing that surprised me is that not all students felt they had really mastered the ability to recognize connections between popular culture and artistic representations. While students consistently displayed evidence of understanding the idea and being able to provide examples, perhaps they don't feel confident outside of the classroom to apply these ideas in the real world. This encourages me to develop some additional curriculum that scaffolds these ideas and better defines our ideas of popular culture in order to make that a possibility. Additionally I would like to explore adding a self-reflexive element so students may better demonstrate how this has influenced their perceptions and/or attitudes about the intersection of art and culture. (03/06/2017) **Follow-Up:** Assessment methods were accurate indicators of student learning. Course assignments and activities are designed to work with the course |

| | | | materials so that students have the ability to process information and apply it. There are always changes, modifications, and improvements to be made but no major flaws in the course design were revealed by this process. I may consider the creation of additional specific guided projects in order to delve deeper into subject areas in place of some of the more general assignments and activities. (03/06/2017) |