Liberal Arts Assessment Plan

Course:  IDIS-150-6  Arts and Humanities in Western Culture

Writing Unit: No

Instructor: DeCuir

Methods: Assessment questions embedded in course exams & Evaluation Assessment form

LAE Category: Core requirement. Understanding the Arts and Humanities of Western Culture

Goal 1: Muskingum students will develop skills in perception, analysis, and expression.

Learning Objective: Students will display an ability to understand how key ideas, concepts, and cultural patterns in Western civilization have evolved over time.

A. Student Outcomes

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>Number and percentage of students exceeding expectations</th>
<th>Number and percentage of students meeting expectations</th>
<th>Number and percentage of students failing to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st stream of evidence—exam question</td>
<td>5 students, 18.5, 19%</td>
<td>18 students, 67%</td>
<td>5 students, 18.5, 19%</td>
</tr>
<tr>
<td>2nd stream of evidence -- evaluation</td>
<td>11 (45.9 %)</td>
<td>13 (54.1 %)</td>
<td>0 (0 %)</td>
</tr>
</tbody>
</table>

B. Student Work Examined

Summarize the tasks used to measure the objective and attach a copy of each.

The final exam included the following essay question:

We have seen changes in certain genres (painting, music, architecture, etc.) over time. Choose 3-4 historical / cultural periods, and trace the development of sculpture from one period to the next.

The above question was graded in the traditional sense and also on the rubric provided at the end of this form.

A second stream of evidence used was an evaluation form in which students evaluated their effort achievements.

C. Scoring Criteria

Explain the criteria used to evaluate student performance in relation to the learning objective. Attach copies of the rubric.
Exceeding expectations – defined as earning an average score of 3.3 or higher on the rubric
Meeting expectations – defined as earning an average score of 2.0 to 3.2 on the rubric
Not meeting expectations – defined as earning an average score of 1.9 or below on the rubric

<table>
<thead>
<tr>
<th></th>
<th>4 (Advanced)</th>
<th>3 (Proficient)</th>
<th>2 (Partially proficient)</th>
<th>1 (Not proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy/Grasp of information</strong></td>
<td>Accurately describes the key idea, concept, and/or cultural pattern, giving specific details and answering the entire question.</td>
<td>Presents accurate information that reasonably pertains to the question; answers most of the question.</td>
<td>Presents information that is nearly totally accurate but has either one major error in factual information or multiple minor errors in factual information.</td>
<td>Presents information that contains multiple major errors in factual information; fails to answer most of the question.</td>
</tr>
<tr>
<td><strong>Depth of Critical Thinking</strong></td>
<td>Answer is clear, pertinent, thorough and well-supported. Student does more than give back information. Relationships between ideas and/or historical contexts are clearly explained.</td>
<td>Answer is complete but not as well developed. Student shows relationships between some ideas and/or historical contexts.</td>
<td>Answer is incomplete and/or not as clear or supported as it should be. Student can describe a key idea, concept, and/or cultural pattern but is not able to make convincing connections.</td>
<td>Information is inaccurate and/or incomplete. Student does not demonstrate critical thinking or clear communication.</td>
</tr>
</tbody>
</table>
C. Second Stream of Evidence

Students were asked to grade themselves on this rubric.
Exceeding expectations – scoring an average of 3.3 or higher
Meeting expectations – scoring an average of 1.8 or higher
Not meeting expectations – scoring an average below 1.8

<table>
<thead>
<tr>
<th>Score</th>
<th>Involvement with the learning process</th>
<th>LAE goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I read every chapter before class and paid attention in class to the material discussed.</td>
<td>I was usually able to recognize the terms on the tests, and was usually accurate in identifying the key ideas, concepts, and/or cultural patterns.</td>
<td>I believe that my performance improved substantially over the semester.</td>
</tr>
<tr>
<td>3</td>
<td>I read most chapters before class and usually paid attention in class as we discussed the material.</td>
<td>I could identify most of the terms on the tests and was often accurate in identifying the key ideas, concepts, and/or cultural patterns.</td>
<td>I believe that my performance improved somewhat over the semester.</td>
</tr>
<tr>
<td>2</td>
<td>I read most of the chapters, but only after we went over them in class. I was not always able to pay attention.</td>
<td>Sometimes I was able to identify the terms, and I got some of the key ideas, concepts, and/or cultural patterns.</td>
<td>I believe that my performance stayed about the same over the semester or improved slightly.</td>
</tr>
<tr>
<td>1</td>
<td>I did not read most of the chapters. Or, I missed a lot of classes or had difficulty paying attention in class.</td>
<td>I did not do well at all with identifying terms, key ideas, concepts, and/or cultural patterns.</td>
<td>I believe that my performance got worse over the semester.</td>
</tr>
</tbody>
</table>

D. Analysis/Reflections on the student learning outcomes
Why do you think students performed as they did in this class? What might be done to improve their performance?
The students who did not meet expectations seemed to be the ones who did not pay close attention or take careful notes or any notes at all for that matter. Students knew that quizzes would be given over each chapter, yet other assignments were available in case some quizzes were failed. Students could complete online assignments posted on Blackboard and oral reports were assigned as well. Study guides were posted before each exam and were reviewed in class. Essay topics were distributed ahead of time, so that students could prepare. I will try to think of more ways to help students improve, but I believe that several opportunities were available during the course for any student who desired to improve his or her grade.

Twenty-four students (out of 28) completed the self-assessment survey, used as the second stream of evidence. Students were asked to assess their performance in the course as a whole, and they did not feel that they failed to meet expectations. A category on the LAE goal was included in the rubric, and the results show that the objective and the goal were accomplished. The results of the second stream seem somewhat consistent with the results of the 1st stream as, according to the 1st-stream results, over 50% met expectations.

E. Reflections on the assessment

How might the course-embedded assessment process be improved? Ideas for possible revisions of listed learning objective(s) related to the goal are especially welcome.

The outcome of the assessment might be improved by having a short lesson on writing essays for exams since the 1st stream was based on an in-class essay. Close attention to thesis statements, detailed supporting evidence, and stylistic correctness could be stressed.