

## General Education

### Course Reflection on Assessment Results

Submit completed form to [Outcomes@montgomerycollege.edu](mailto:Outcomes@montgomerycollege.edu)

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**Course:** ARTT 225 (formerly AR213) World Woodcut and Relief Traditions

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**Dean:** Deborah Preston

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**Distribution Area:** Arts & Humanities

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**Date:** February 7, 2017 Revision

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#### **PART I. UPDATE FROM PREVIOUS ASSESSMENT**

<b>Competency</b>		<b>Update on Planned Actions</b>
Critical Analysis and Reasoning	The discipline recognized that modifications to the signature assignment were warranted, but concluded that it was important to go through one additional cycle of data collection using essentially the same approach to assessing competencies. Toward that end, the signature assignment maintained the same basic structure but was revised. Questions and student activities were redefined to provide greater opportunities for student reflection, to reinforce student understanding of key course concepts and learning outcomes and to enable students to make connections between those concepts, and to connect class experiences with student experiences in other classes and beyond the classroom.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

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Arts and Aesthetic Awareness	Arts and Aesthetic Awareness assessment activities were revised to better emphasize key course concepts and outcomes and to allow students to articulate their understanding of the connection between those key course concepts and outcomes and the art work created in class.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Technology Competency	Technological Competency assessment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.
Information Literacy	Information Literacy assessment activities were revised to place additional emphasis on identifying resources for exploring approaches to visual communication, and to address issues connected to the ethical use of information.	The revised signature assignment was introduced in all sections of Art discipline General Education courses in the Fall 2015 and Spring 2016 semesters. By using a comparable approach to the signature assignment as the 2013 review, the Art discipline was able to compare student proficiency across the competencies with results that focused on changes in student achievement without being impacted by the use of a significantly different method of assessing those levels of student achievement.

## PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
<p><b>General Education Competency</b> <i>(Please list and discuss each competency assessed individually.)</i></p>	<p>Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc. In each category, we adopted as a “benchmark” the results from the 2013 assessment process. Because we were using the same structure for the signature assignment, we wanted to see if revisions to the signature assignment resulted in improvements in student mastery of the competencies.</p>	<p>What common course action (s) will be taken to improve student success in competency?</p>	<p>Contact person for Planned Actions</p>
<p>Critical Analysis and Reasoning</p>	<p>Overall, student ratings were high in this area with 98% of students rated “proficient” or “advanced”. This is a 28% increase over the 2013 data. These scores are encouraging because Critical Analysis and Reasoning are emphasized throughout the course, from design decisions to interpretation and analysis of artwork, and revisions to the signature assignment provided more opportunities for students to articulate their understanding of the connection of key course concepts to aspects of the creative problem solving process.</p>	<p>In their coursework, students use critical analysis and reasoning through the steps of the creative process, including concept development, brainstorming and research, and decisions about materials and techniques. Critical analysis and reasoning are also applied in written and oral critiques, written reflections, and creation of an eportfolio. No actions are needed for this competency as percentages indicated solid growth in this area. We will continue to emphasize the critical analysis competency in our instruction and assignments.</p>	<p><b>John Carr</b></p>
<p>Arts and Aesthetic Awareness</p>	<p>Overall, student ratings were high in this area with 95% of students rated “proficient” or “advanced”. This is a 20% increase over the 2013 data. The Creative Process rated the highest, with nearly 89% of students rating Advanced, which is encouraging since the Creative Process is an important</p>	<p>Course content will be reviewed and revised to more fully address this competency, with emphasis on the Role of the Arts and Terminology. For the Terminology Competency, we will increase</p>	<p><b>John Carr</b></p>

	<p>emphasis in this studio course and its Course Outcomes. The Role of the Arts and Terminology were the lowest within this area, suggesting that these areas could use more emphasis.</p>	<p>the use of review sheets and quizzes to emphasize discipline-specific vocabulary. For the Role of Arts, plans for additional research on Woodcut in both historical and contemporary contexts should help to strengthen the Role of the Arts competency.</p>	
<p>Technology Competency</p>	<p>Overall, student ratings were high in this area with close to 95% of students rated “proficient” or “advanced”. This is a 17% increase over the 2013 data. Signature assignment activities were revised to allow students to take advantage of Art discipline tablet/laptop resources, both as part of the creative problem solving process and in directed avenues for student research, and these resources permitted much greater student involvement in mastering this competency.</p>	<p>Required course assignments include independent research, written reflection, scanning and editing images, and creation of an eportfolio, all of which prepare the students for assessment in the area of Technological Competency. We were pleased with the strong results and will continue to emphasize the technology competency through instruction and assignments. As part of the General Education course recertification process we will be considering ways in which a future signature assignment could better reflect discipline-specific use of technology, such as design and photo-editing software and the building of eportfolios.</p>	<p><b>John Carr</b></p>
<p>Information Literacy</p>	<p>Information Literacy scores were high (95% at Advanced or Proficient), representing a 14% increase over the 2013 data. We noticed that fewer students rated Advanced (73.4%),</p>	<p>Course content will be reviewed and revised to more fully address the Information Literacy Competency. Students do independent research to inform their design concepts, using a variety of sources. In order to strengthen the Information Literacy competency, we will</p>	<p><b>John Carr</b></p>

	<p>compared with other competencies. This could be attributed to the nature of the research done in class, which varies based on the needs of each student's proposed concept for a project.</p>	<p>include more directed research, such as a research project that requires use of Library Databases and other online sources and includes instruction on using these resources. To strengthen the Ethics, Evaluation, and Use of Resources, we will make use of the MC Library Tutorials on Evaluating Sources, Avoiding Plagiarism, and Citing Sources. The tutorials are paired with follow up quizzes to ensure that students understand the concepts, and Students may retake the tutorial and quiz until they earn a satisfactory score.</p>	
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**ADDITIONAL COMMENTS**

Two sections of ARTT225 have participated in the General Studies EPortfolio Pilot, and we will continue to explore the use of this format to strengthen the competencies. Though it is early in the Pilot, we are considering the possibility of using the Eportfolio as a future signature assignment, pending outcomes from the pilot and input from other faculty.

**LIST OF FACULTY PARTICIPATING IN DISCUSSION**

John Carr  
Amanda Miller

**Dean Approval**

**Submission Date**

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