Student Self-Assessments (e.g. reflective journals, surveys)

Case Study H2 - Art

a. **Discipline:** Art
b. **Student Learning Outcome:** Student Assessment of Classmates’ Art work analyzed at the individual art class level.
c. **Background:** The assessment is done in every course in Art at El Camino College.
d. **Assessment Process:** Art Department Open House – Comprehension of Form and Content
   i. **What was done:** Administer a survey [see Appendix L] at the Art Department Open House
   ii. **Why was this selected:**
   iii. **Design work/modifications to existing tool:**
e. **Implementation:**
   i. **Collection of data:**
   ii. **Analysis of data:**
f. **Outcome/Results:** We ran the survey the week of the open house and assessed three groups of students, grouped according to the number of art courses they have taken. Beginning (1-4 classes), Intermediate (5-10 classes), and Advanced (11+) students all answered the same set of questions to assess the level at which students will be able to comprehend and discuss art works in terms of form, medium, style, and content. Working with Irene Graff in Institutional Research, a stratified random sample was taken of all available evaluations (approximately 200) to ensure adequate representation from each Student Level. The hypothesis was that students who have taken the number of art classes similar to a certificate or AA degree would be able to adequately evaluate an art piece on the four aspects above. The results show that Beginning students received an average score of 1.8 out of a possible 3 points for their response. Intermediate students received an average score of 2.5 and Advanced students scored a 2.3.

<table>
<thead>
<tr>
<th>Art Classes (range)</th>
<th>Avg Score</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>11+ classes</td>
<td>2.3</td>
<td>7</td>
</tr>
<tr>
<td>5-10 classes</td>
<td>2.5</td>
<td>17</td>
</tr>
</tbody>
</table>

We found that there were many more students with a small number of classes than those with a high number, producing a very small Advanced group (n=7). One evaluation in such a small sample would have a stronger effect on the average than in other groups. Results may be combined across years in the future to increase the sample size. For future studies, faculty members recommend that students be evaluated by each individual aspect (medium, form, etc) in order to have more information on which to base a holistic score.
g. **Key Learning:**
   i. **What worked well:** The data meets our expectations. Students who have taken more art classes are better able to comprehend and discuss artworks in terms of form, medium, style, and content. This demonstrates the art program’s success in teaching students to critically apply art terminology outside the classroom, thus fulfilling the college’s core competency of critical thinking. Yes, the trend is that the more art classes that students take, the better the level of
comprehension of artworks. The data does not show any learning gaps. The planning process was beneficial because it opened lines of communication among faculty about the different ways we teach these basic terms. To some, this was the way the SLO process was most beneficial and gave us new and unexpected information.

ii. **What should be done differently**: Yes, future surveys will be assessed to examine individual traits as well as the overall answer given so we have a better understanding of their ability to assess works and use form, medium, and style terminology appropriately. Future survey questions should also address student academic goals, specifically their intention to receive an AA degree, a certificate, or to transfer in art. Given the smaller sample of advanced students, we will strive to increase their participation in the next survey. We would also want to use this as an opportunity to better understand our advanced students, i.e. determine when most students are transferring and what percent of our students with a high number of credits completed are continuing in a baccalaureate art program. The changes recommended will depend heavily on the Art Gallery as an integral constituent of the art department. The Open House annual event and Institutional Research are also required to perform another program-level assessment.

h. **Contact Information at Case Study Site**: Jenny Simon, El Camino College