

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Humanities (new)	101	HUM 101 06/25/2025- Introduction to the Humanities - Ancient to Medieval
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Humanities, Languages and the Arts
Faculty Preparer		Kei Graves
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify various artistic media, techniques, periods, styles and cultures.

- Assessment Plan
 - Assessment Tool: Departmentally-developed test
 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of students will score 70% or higher.
- Who will score and analyze the data: Full- or part-time instructors in the department

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2024	2025	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
127	99

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Some students did not complete the midterm or final exam, typically due to absence, withdrawal, or not submitting the work. In these cases, their grades were entered as zero. Students who did not complete the assessments were removed from reporting data.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students from all course sections (daytime, evening, and synchronous remote options) were included. All students who completed the relevant assessments were counted.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed through midterm and final exams (or, in the case of one section, four exams throughout the term; these scores were averaged to obtain a 'midterm' and 'final' exam average for this assessment) composed of multiple-choice, matching, and short response items. These tools were originally designed to broadly cover course content without specific alignment to each learning outcome. Each exam included questions focused on identifying and distinguishing artistic media, stylistic traits, and cultural movements. These were scored using an answer key with partial credit for short responses.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was defined as 70 percent of students earning a 70 percent or higher on the relevant assessments.

Based on this measure, students taking the Final Exam broadly met the standard for this outcome in Winter 2025, with 74-77% percent meeting the benchmark across sections. Results from Fall 2024 were more varied, with 74-83% of students meeting the outcome, depending on the section.

Performance on the Midterm was slightly lower, which may reflect students who later withdrew, those still acclimating to the course structure, or other early-term challenges.

Outcome achievement was inferred based on item types and question content tied to the outcome, though the assessment tool did not formally disaggregate results by outcome. Improvements have been made based on item-level review and will be continued as we shift toward outcome-aligned test design.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated strong recognition of major artistic styles and movements and the final exam results in particular suggest that students gained more confidence in applying course concepts over time.

One example from the Final Exam that students generally performed well on was:

1. Using 3-5 sentences, describe iconoclasm and how it influenced the Roman Empire and Byzantium. (3)
2. What does the “Good Shepherd” iconography represent in early Christian art? (1)
3. Which feature did NOT differentiate Gothic cathedrals from Romanesque? (1)
Latin-cross floor plans
Rib vaults
Pointed arches
Flying buttresses

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Some areas where students struggled included making connections between non-Abrahamic faith traditions and their associated art forms, such as Hindu temple architecture or Buddhist iconography. I am currently evaluating how to better integrate these examples in ways that support student understanding, balance cognitive load, and clarify their relationship to the broader course framework, including points of comparison with the Western canon.

To improve consistency and support continuous improvement across sections, I am working with part-time faculty to implement aligned assessments using the "Outcomes" feature in Canvas. This will allow us to link specific assignments and exam questions to the course's official learning outcomes from the master syllabus. Once in place, this system will make it easier to track student performance by outcome across sections, improve consistency in assessment design, and provide a clearer picture of where students are meeting or falling short of expectations.

This alignment will also support targeted instructional adjustments and make the assessment process more efficient and transparent for all faculty involved.

Outcome 2: Recognize artistic and cultural concepts within their proper context.

- Assessment Plan
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 - Assessment Date: Winter 2020
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.
 - Who will score and analyze the data: Full- or part-time instructors in the department

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2024	2025	
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Some students did not complete the midterm or final exam, typically due to absence, withdrawal, or not submitting the work. In these cases, their grades were entered as zero. Students who did not complete the assessments were removed from reporting data.

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Students from various course sections (daytime, evening, and synchronous remote options) were included. All students who completed the relevant assessments were counted.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome was assessed through midterm and final exams (or, in the case of one section, four exams throughout the term; these scores were averaged to obtain a 'midterm' and 'final' exam average for this assessment) composed of multiple-choice, matching, and short response items. These tools were originally designed to broadly cover course content without specific alignment to each learning outcome. Each exam included questions focused on identifying and distinguishing artistic media, stylistic traits, and cultural movements. These were scored using an answer key with partial credit for short responses.

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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated strong recognition of major artistic styles and movements and the final exam results in particular suggest that students gained more confidence in applying course concepts over time.

Examples from the Final Exam that students generally performed well on was:

Artifact Analysis

1. Roman Portraits (8)

A. Marble bust of a man	B. Portrait Bust
Circle the answer: Which era is the portrait from? (1)	Circle the answer: Which era is the portrait from? (1)
Monarchy	Monarchy
Republic	Republic
Empire	Empire
What artistic conventions help identify the era of this artwork? Be specific. (3 points)	What artistic conventions help identify the era of this artwork? Be specific. (3 points)

As well as questions like:

2. Identify the following for Cerisy Abbey: (5)
 1. What architectural style is the Abbey?

 2. Explain in 2-3 sentences how you know.

3. Identify Labeled Parts:
 1. _____
4. Identify the following for the Basilica of Saint-Denis: (5)
 1. What architectural style is the Basilica?

 2. Explain in 2-3 sentences how you know.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

To improve consistency and support continuous improvement across sections, I am working with part-time faculty to implement aligned assessments using the "Outcomes" feature in Canvas. This will allow us to link specific assignments and exam questions to the course's official learning outcomes from the master syllabus. Once in place, this system will make it easier to track student performance by outcome across sections, improve assessment design, and provide a clearer picture of where students are meeting expectations.

This alignment will also support targeted instructional adjustments and make the assessment process more efficient and transparent for all faculty involved.

Outcome 3: Identify important people (such as scientists, philosophers, artists, musicians) and their achievements with the various periods, styles or cultures they influenced.

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 - Standard of success to be used for this assessment: 70% of students will score 70% or higher.

- Who will score and analyze the data: Full- or part-time instructors in the department

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6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
The standard of success was defined as 70 percent of students earning a 70 percent or higher on the relevant assessments. Based on this measure, students taking the Final Exam broadly met the standard for this outcome in Winter 2025, with 74-77% percent meeting the benchmark across sections. Results from Fall 2024 were more varied, with 74-83% of students meeting the outcome, depending on the section. Performance on the Midterm was slightly lower, which may reflect students who later withdrew, those still acclimating to the course structure, or other early-term challenges. Outcome achievement was inferred based on item types and question content tied to the outcome, though the assessment tool did not formally disaggregate results by outcome. Improvements have been made based on item-level review and will be continued as we shift toward outcome-aligned test design.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated strong recognition of major artistic styles and movements and the final exam results in particular suggest that students gained more confidence in applying course concepts over time. Some examples from the Final Exam that students generally performed well on was: Which of the following was one of Charlemagne’s significant contributions to the Middle Ages? (1) Establishing the first democratic government in Europe Promoting literacy and founding palace schools for education Building the Gothic-style cathedrals Leading the First Crusade Who is considered the “final” messenger in the Abrahamic tradition? (1) Moses Jesus Muhammad Harun al-Rashid How did Augustus maintain control over the Roman Republic while creating the Principate? (1)

He abolished the Senate and ruled as a dictator
He retained key powers while maintaining the outward appearance of a Republic
He declared himself Emperor and rejected any Republican traditions
He allowed the people to elect him as their lifelong leader

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

One area where students struggled was recalling specific historical locations and their significance. For example, the question:

True/False: Constantine I shifted the importance of Rome by moving his capital to San Vitale.

was frequently missed, even though it was emphasized during class. To address this, I am developing in-class exercises and activities aimed at strengthening students' spatial and historical orientation, helping them better understand the role of place in historical narratives.

To improve consistency and support continuous improvement across sections, I am working with part-time faculty to implement aligned assessments using the "Outcomes" feature in Canvas. This will allow us to link specific assignments and exam questions to the course's official learning outcomes from the master syllabus. Once in place, this system will make it easier to track student performance by outcome across sections, improve consistency in assessment design, and provide a clearer picture of where students are meeting or falling short of expectations.

This alignment will also support targeted instructional adjustments and make the assessment process more efficient and transparent for all faculty involved.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

No prior assessment completed for this course.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I believe the course is effectively meeting student needs and achieving its core goals. At the same time, the assessment process has highlighted opportunities for

improving student outcomes. I am eager to see how the changes implemented between Winter 2025 and Fall 2025 will impact achievement. With a more comprehensive and aligned assessment plan in place, I expect to gain deeper insights into where students face challenges and how we can better support their learning.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I am arranging a meeting with my part-time and adjunct faculty during In-Service and will discuss it with them at that time. Additionally, I have informed them about using Canvas Outcomes moving forward via email in July 2025.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Assessment data collection	Utilize Canvas Outcomes to align assessment tools to specific student learning outcomes on the master syllabus. For assessments completed on paper, an Excel sheet will be kept to capture individual student data by section so that it can be included with future assessment reports.	To facilitate data collection and ensure outcome-specific data is available for future assessments.	2025
Assessment Tool	Continue to conduct item-level analysis and review.	To support outcome-related assessment data collection.	2025

5. Is there anything that you would like to mention that was not already captured?

I would like to note that I joined as a full-time faculty member in August 2024 and am still familiarizing myself with both the courses and the assessment process. I now have a clearer understanding of what is expected in these assessments and am eager to contribute to improving the assessment practices for the HUM courses

and ART 130. Additionally, I look forward to expanding assessment efforts to include courses that have not previously been evaluated.

III. Attached Files

[24-25 School Year Data HUM 101](#)

Faculty/Preparer:	Kei Graves	Date: 08/17/2025
Department Chair:	Charles Johnson	Date: 08/18/2025
Dean:	Anne Nichols	Date: 08/18/2025
Assessment Committee Chair:	Jessica Hale	Date: 08/24/2026