

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Humanities (new)	175	HUM 175 08/09/2023-Arts and Cultures of Islam
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Humanities
Faculty Preparer		Elisabeth Thoburn
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 key works of Islamic art and architecture. Recognize specific Islamic characteristics in the arts.

- Assessment Plan
  - Assessment Tool: Departmentally-developed quiz incorporating visuals, conducted at the end of the semester.
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All sections (currently, only one section is offered)
  - Number students to be assessed: All students (circa 15-20)

- How the assessment will be scored: PowerPoint Slides are tested through a multiple-choice quiz via pen and paper or TurningPoint Technology (clickers).
- Standard of success to be used for this assessment: 75% of students will score 75% or higher.
- Who will score and analyze the data: Scoring data is collected by an instructor (pen/paper) or a TP technician team. Data is analyzed by full- and/or part-time humanities instructors with the input of IT techs.

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)
	2023	

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

# of students enrolled	# of students assessed
21	11

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.

**Students Enrolled: 21**

**Audit Students: 10**

**Credit-Seeking Students (assessed): 11**

This essay was done at the end of the semester. Two students had dropped out vs. the beginning of the semester, which is why only 11 were assessed for this outcome, but 13 were assessed for the other two.

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.

There was only one section of this course offered for which all eligible, credit-seeking students were assessed.

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

**The Task:**

With the premise that “architecture speaks”, students chose either mosque architecture or Islamic funerary architecture. They had to use examples, make connections with the historic development of the types influenced by other cultures, and identify its uses within the Islamic religious context.

**The Rubric:**

Did the student fulfill all the elements of the relevant course objectives and use class materials to make their points.

TurningPoint and the other assessment tools mentioned in the previous version of the master syllabus are no longer available. I chose to assess this outcome with a take-home essay, which I believe served the assessment very well. I will be using this method from now on.

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

**Grading Scale (50 points).**

**Assessment:** 0 Did not submit

20-30 points. Did not fulfill assignment (0-69%)

31-42 points. Room for improvement, but passed (70-84%)

43-50 points. Excellent (85-100%)

Student (11)	Grading (X/50 Points)	%
1	45	90
2	46	92
3	42	84
4	45	90
5	45	90
6	44	88
7	38	76
8	42	84
9	0	0
10	42	84
11	46	92

**Assessment Summary:**

1 Students 0-60% 10%

0 Students 61-70% 0%

10 Students 71-100% 90%

10/11 students (90.9%) scored 75% or higher, meeting the standard of success. The bar of 75% of students scoring 75% or higher was surpassed by 15%. By this time in the semester (at the end), students had grasped a more objective and history-based approach to essay writing and gained a lot more confidence in an analytic approach to a subject as subjective as a living religion. I consider this a great success.

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

The bar of 75% of students scoring 75% or higher was surpassed by 15%. By this time in the semester (at the end), students had grasped a more objective and history-based approach to essay writing and gained a lot more confidence in an analytic approach to a topic as subjective as a living religion. I consider this a great success.

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.

As this is an "arts and culture" course of Islam rather than a theological seminar, I am pleased with the strength of student work in this area.

Not all teachers, however, utilize an optimum number of images and artifacts. This could be streamlined on the instructor level. The development of a 175 master course with instructor materials could be a way to go.

Outcome 2: Recognize important historical periods, main historical events, and broad religious, artistic and cultural developments.

- Assessment Plan
  - Assessment Tool: Departmentally-developed quiz incorporating visuals, conducted at the end of the semester.

- Assessment Date: Winter 2018
- Course section(s)/other population: All sections (currently, only one section is offered)
- Number students to be assessed: All students (circa 15-20)
- How the assessment will be scored: PowerPoint Slides are tested through a multiple-choice quiz via pen and paper or TurningPoint Technology (clicker) quizzes.
- Standard of success to be used for this assessment: 75% of students will score 75% or higher.
- Who will score and analyze the data: Scoring data is collected by an instructor (pen/paper) or a TP technician team. Data is analyzed by full- and/or part-time humanities instructors with the input of IT techs.

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)
	2023	

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

# of students enrolled	# of students assessed
21	13

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.

<p><b><u>Students Enrolled:</u> 21</b></p> <p><b><u>Audit Students:</u> 10</b></p> <p><b><u>Credit-Seeking Students (assessed):</u> 13</b></p>
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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.

<p>There was only one section of this course offered for which all eligible, credit-seeking students were assessed.</p>
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

**Assessment Instruments:** A take-home essay was assigned with components covering all three assessment criteria and several course objectives, scored using rubrics. The focus of this assessment was on the recognition of "broad religious, artistic and cultural developments."

**The Task:** Early in the semester a contemporary article was assigned addressing an incident at Hamline University involving a professor of religious art and a Muslim student. Students had to extract arguments for both sides of the incident (without judgment) and place it into its historical and cultural context.

**The Rubric:** Did the student analyze and assess, or just subjectively take sides? Did the students address the cultural context for this event?

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: No

**Grading Scale (10 points):**

**Assessment:** 0 Did not submit

3-5 students did not fulfill assignment. Subjective Responses.

6-8 students had room for improvement, but passed. Some Objectivity.

9-10 students were excellent. Analytic Responses. Objective.

Student (13)	Grading (X/10 Points)	%
1	5	50
2	10	100
3	6	60
4	5	50
5	8	80
6	10	100
7	8	80
8	10	100
9	8	80
10	8	80
11	6	60
12	0	0
13	5	50

7/13 students (53.8%) scored 75% or higher. The standard of success was not met.

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

This was early in the semester and a major learning experience for students to understand the difference between opinion and analysis; between personal positions and the evaluation of other people's positions, as well as understanding the difference between objective and subjective work. It laid the foundation for the entire course. Two of the students who failed this assignment dropped out of the course (hence the reason there are 13 students for this outcome and 11 for the other two).

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.

Analytic papers and discussions like this need to occur throughout the course and more often than currently done. I plan to use an end-of-class assessment for this outcome in the future, as I feel that will provide a more complete picture of what the students learned throughout the class.

However, much of this will be done verbally in Face-to-Face classes. Virtual Classes and DL classes might have to add more papers. However, given the recent developments of Chat GPT and other AI tools, this is a can of worms we have not yet worked through fully. Much needs to be done as far as WCC policy is concerned before we can work with more written tasks.

Outcome 3: Match respective important historical and contemporary people and/or religious figures, involved in the shaping of the culture of Islam with their achievements.

- Assessment Plan
  - Assessment Tool: Departmentally-developed quiz
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All sections (currently, only one section is offered)
  - Number students to be assessed: All students (circa 15-20)
  - How the assessment will be scored: PowerPoint Slides are tested through a multiple-choice quiz via pen and paper or TurningPoint Technology (clicker) quizzes.
  - Standard of success to be used for this assessment: 75% of students will score 75% or higher.

- Who will score and analyze the data: Scoring data is collected by an instructor (pen/paper) or a TP technician team. Data is analyzed by full- and/or part-time humanities instructors with the input of IT techs.

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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.

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

<p>Throughout the semester, I conducted competitive quizlet sessions (non-graded) that practiced matching figures and events throughout Islamic History.</p> <p>Students enjoyed and practiced this a lot, but this criterion was not as formally assessed this time as Outcomes #1 and #2, due to the fact that I took over the course as the only instructor, and all previous materials were out of date, leaving me without time to create new assessment materials this time around. Since students could repeat their quizlets, the overall engagement of students was measured in pass/fail as shown below.</p> <p>In future assessments, I will be assessing this outcome with a more formal in-class quiz.</p>
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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>		
For 9 different quizlets, the breakdown is as follows:		
Students (11)	Quizlets passed (10 total)	Quizlets not completed (10 total)
1	5	4
2	9	0
3	7	2
4	8	1
5	9	0
6	8	1
7	8	1
8	2	6
9	6	2
10	8	1
11	8	1

**Assessment Summary:** The majority of students completed the majority of activities. I am convinced that continued practice increased the likelihood of remembering the material. Even though this is not assessable in terms of % and rubrics, learning took place.

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

Students enjoyed and practiced this a lot, but this criterion was not as formally assessed this time as outcome #1 and #2. Since students could repeat their quizlets, the overall engagement of students was measure in pass/fail.

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.

The majority of students completed the majority of activities. I am convinced that continued practice increased the likelihood of remembering the material. Even though this is not assessable in terms of % and rubrics, learning took place.

In addition, we conducted Competitive in-class Kahoot exercises for prizes rather than for grades. With a teachers' license for every instructor for Kahoot, this could be institutionalized and developed further as a learning tool.

### 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.

N/A

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?

This course was hailed by both credit-seeking as well as the 10 audit students as a life-changing experience, relevant in today's multi-cultural society.

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

At this point, there are very few instructors who are willing to teach this course, as sensitive materials are discussed and presented and unfortunately, too many times, instructors are held responsible and even lose their job (at other institutions) when students "complain."

I am currently the only instructor for this course and am happy to train others on how to safely navigate the waters and teach sensitive topics in a non-judgmental and academic way. But how? I am open to suggestions.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The previous tools used for assessment are no longer available, and I was unable to create permanent solutions during the semester. Now that I have some time to update class and	The three tools identified will serve, I believe, as solid assessment tools for each outcome.	2024

	<p>assessment materials, I will be using the following tools for each outcome:</p> <p>Outcome 1: take-home essay</p> <p>Outcome 2: in-class quiz</p> <p>Outcome 3: in-class quiz</p>		
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5. Is there anything that you would like to mention that was not already captured?

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### III. Attached Files

**Faculty/Preparer:** Elisabeth Thoburn **Date:** 08/16/2023  
**Department Chair:** Elisabeth Thoburn **Date:** 08/17/2023  
**Dean:** Victor Vega **Date:** 08/17/2023  
**Assessment Committee Chair:** Jessica Hale **Date:** 11/15/2023