

Columbia Experience Creative Communities (CCCX-200) Assessment Report AY2021-22

Courses:

Sections of Creative Communities: CCCX 200: 210, 211, 213, 214, 215,

Summary

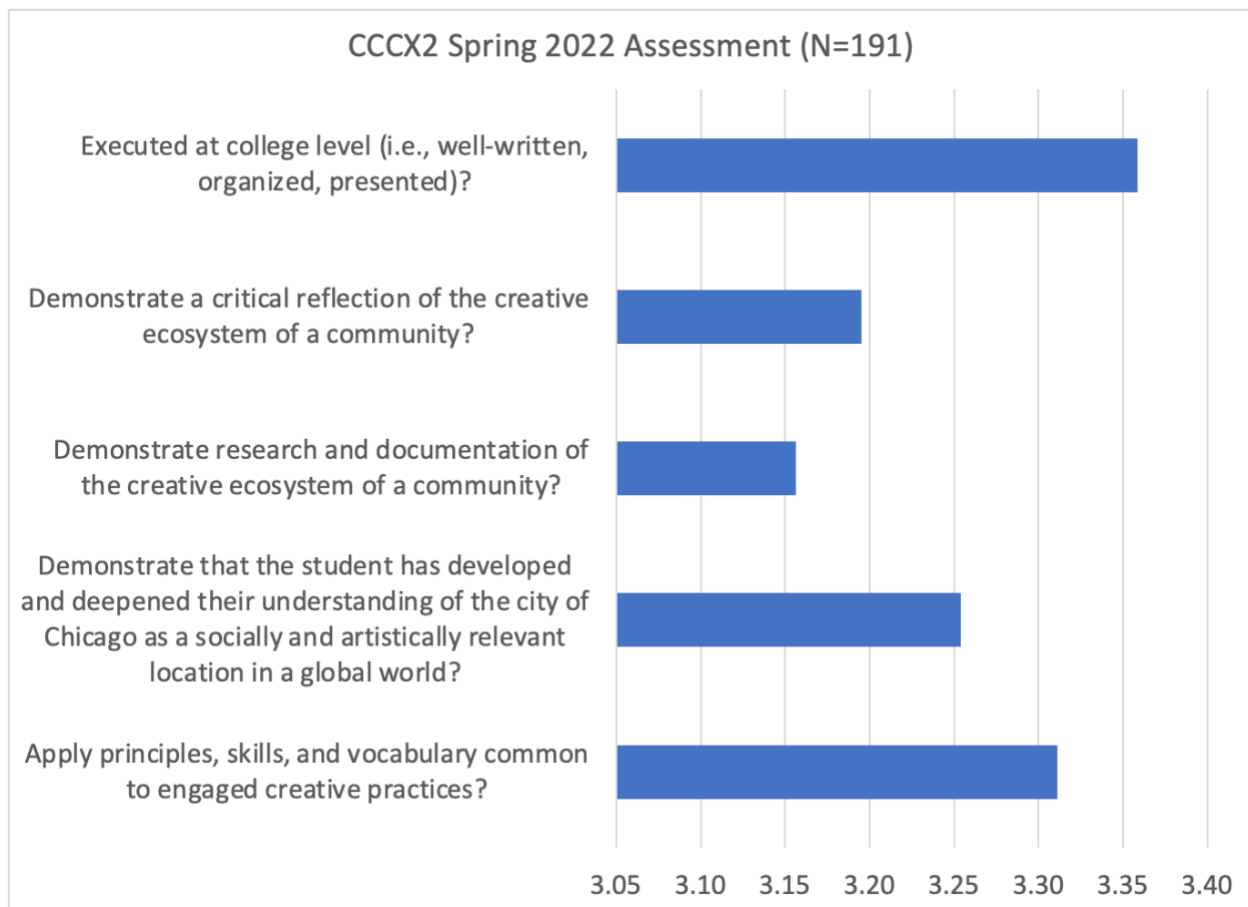
Sections of the Columbia Experiences Level 200 course, Creative Communities, were assessed in the Fall of 2021. The approach was similar to the one used when this course was piloted in 2019: faculty teaching the course identified the student assignment that best embraced a majority (or all) of the course outcomes and assessed student work on a five-point scale.

Eight full-time faculty submitted their assessment of student work on selected assignments during the Spring 2022 semester.

Fall 2021 Semester Results¹

N	Section	Apply principles, skills, and vocabulary common to engaged creative practices?	Demonstrate that the student has developed and deepened their understanding of the city of Chicago as a socially and artistically relevant location in a	Demonstrate research and documentation of the creative ecosystem of a community?	Demonstrate a critical reflection of the creative ecosystem of a community?	Executed at college level (i.e., well-written, organized, presented)?
30	Seward	3.33	3.13	3.13	3.03	2.97
28	Riley	3.36	N/A	3.11	3.14	3.36
30	Riley	3.30	N/A	3.30	3.00	3.30
25	Baldwin	3.72	3.52	3.56	3.68	3.60
27	King	3.30	N/A	2.96	3.19	3.30
22	Sabates	3.43	3.52	3.18	3.64	3.64
29	Potter	3.38	3.10	3.34	3.21	3.34
3	Overbeke	2.67	3.00	2.67	2.67	2.67
191	Means:	3.31	3.25	3.16	3.20	3.36

¹ Because of the low N, Overbeke's results were not used to calculate the mean scores.



All faculty were asked to respond to three questions about the assessment and the course, and five responded. Their responses:

1. What surprised you about the results?

- I was surprised to see how many courses marked the second rubric on creative ecosystems in Chicago not applicable.
- The fact that students have developed and deepened their understanding of the City of Chicago as a socially and artistically relevant location indicates that the courses have helped students broaden their personal and professional horizons, a much needed set of skills in our global world. This also indicates the need to encourage our CCCX students to venture outside of Chicago and study abroad. "Demonstrate research and documentation of the creative ecosystem of a community" received the lowest scores. Initially, that surprised me. But analyzing that point further, not all of our courses are geared toward that goal, or at least not specifically.
- It was great to see that student's written assignments were about the same. While there is still much needed work to be done in the area, it was a nice surprise to see that things are not so bad.

- I am not surprised necessarily, except that I think my scoring reflected my concerns about the pandemic and teaching online. I think I would probably score higher now, as I think the students have quite a deep sense of Chicagoland and beyond when the course is over.
- I am surprised that the research and critical reflection categories didn't get higher scores -- a significant part of the first half of the term is focused on exploring the medium of board games, and I intended for part of that effect to be a higher level conversation in those areas.

2. What did not surprise you about the results?

- I was not surprised to see the fairly consistent assessments across sections.
- It is no surprise that the highest ratings of success were related to "*applying principles, skills and vocabulary common to engaged creative practices*" and "*executing work at a college level*". It seems that the base education and preparation that our students come equipped with is of good quality and pretty solid. The two indicators above also seem to point out that students appear to have improved their high school academic skills during their time in college by demonstrating that they have understood and internalized what they have learned in their CCCX 2 courses.
- I was not surprised to see that research and documentation did not score very high. Though research and documentation were *disrespected*, both still are desperately needed to support art, the creative process. One can be highly creative, but they need to know and recognize those artists whose works may have served as an inspiration to them and to others. It is important to document, document, document!
- The class is best in person to build community. Every semester students report student engagement and feedback is an important part of their final project development. Zoom cameras off was absolutely terrible, it is something I totally oppose despite the concerns for student privacy. There is no comparison between live, in person and cameras off in terms of substantive engagement. I think we learned that students multi-task with cameras off in ways that affect their learning.
- I am not surprised that the relationship of Chicago to board game design did not figure more prominently. While I would like to figure out how to connect more directly with that community, it just hasn't worked out so far.

3. Based on these results and your experiences in this process, what are the implications for curriculum and pedagogy in the Creative Communities courses?

- I think the second rubric should be reconsidered, reframed, reworded, so that it can be more fully incorporated across sections and assignments.

- I have stated the ideas below when I participated in the evaluation of social science courses, and I am stating them here again since they clearly fit the findings of this assessment well. Positive pedagogy not only should have into account the individual student but also the class as a dynamic group, devoting time to learn how such intra-group dynamics influence each student's behavior and ability to process course information. Time and effort need to be devoted when working with groups to develop and utilize pedagogical tools to maximize learning. Maximizing learning results includes working in healthy and positive environments. All in all, I believe that what we are doing with the CCCX2 courses is working. We need to keep a healthy array of course offerings and further faculty collaboration in the creation and teaching of these courses.
- The implications for curriculum and pedagogy in the Creative Communities courses are wonderful. There are a wide variety of course offerings that complement Chicago's creative communities. What is missing from the Creative Communities course offerings is a digital component. During the pandemic students, in fact the entire world, learned to create and to present their creativity via social media. The digital world has exploded. Please excuse if the digital world has been addressed; however, this lends itself to expand the Creative Community concept to eventually have the student first, see themselves as an artist who has become familiar with Chicago's Creative community; but secondly, encourage/solicit different points of view from outside the country. Have the student see how society (someone from another city, country) sees them—their ideas, their creative community. This would involve establishing relationships with national and international entities.
- Though students are responsible for a final statement describing what they learned in relationship to their final project, I might build a more specific rubric with points attributed for each lesson learned. Overall, the students produce excellent work, and report they learn about important histories related to their Chicago experience. I think requiring them to be more precise might build an even more impactful experience.
- I think a continued conversation among Creative Communities instructors about how best to develop those two lower-scoring categories would be a useful way to proceed with our development of these classes.

One of the themes that emerged from the results and the faculty responses is that it was very positive that student work was executed at “a college level.” This is certainly an endorsement that students (and faculty) took this Core class seriously and produced work at an expected level. (This was not the case in the former First Year Seminar.). A second theme related to the “community” aspects of the course. Faculty expressed some frustration that the heavy online component of the class (WERE THEY ALL HYBRID IN FA21?) hindered student engagement. It will be interesting to learn from some faculty who have developed effective community-building strategies to share.