



Aesthetics and Creativity 2014 Final Results Report

Definition

The aesthetics and creativity general education outcome (GEO) is defined as the ability to appreciate a range of cultural expression, including art, music, dance, theater, literature, and film, as well as the ability to generate useful and original ideas. In the courses mapped to this GEO, students are expected to develop:

- A respect for the arts as a means of personal, cultural, or societal expression.
- An appreciation of design principles and the use of imagination characteristic of the arts.
- A willingness to seek out experiences with art, music, dance, literature, and/or the theater.

Background

A plan to assess the aesthetics and creativity GEO was originally formulated in 2011. The creative thinking VALUE rubric was adapted to measure student work submitted by faculty teaching the courses mapped to the GEO.

A random sample of course sections was selected in Fall 2012 and faculty teaching the courses were asked to submit student assignments ranging from digital collages to papers to clay models (for submitted works see <http://geoaestheticslbcc.wordpress.com/programs/>). While the plan to use a variety of student artifacts appeared to be a valid and reliable way to assess this GEO when it was initially conceived, as artifacts were submitted it became clear that the submission instructions were too broad and that one rubric could not be used to compare such a large variety of student work. The faculty member collecting the artifacts from other faculty members also had difficulty getting other faculty members to submit artifacts. By the end of Fall 2013, only 11 out of 25 (44%) of the courses selected to participate had submitted student artifacts. After discussing these issues with the ASLO subcommittee, the subcommittee decided to create a new methodology that would be used to assess the aesthetics and creativity GEO.

Research Questions

In spring 2014, a research team was formed and consisted of the Educational Assessment Research Analyst (EARA) and an ASLO subcommittee member from the Visual and Media Arts Department. The research team was tasked with creating a survey measure that could be used to determine the extent to which students' enrolled in the courses mapped to the aesthetics and creativity GEO developed the attitudes and knowledge described in the GEO definition. Before creating the survey, the research team posed six research questions to guide their inquiries.

The first three research questions were derived directly from the definition of the aesthetics and creativity GEO:

- **RQ1a:** Will students report developing a respect for the arts as a means of personal expression?
- **RQ1b:** Will students report developing a respect for the arts as a means of social and cultural expression?
- **RQ2:** Will students report seeking out experiences with the arts because of their enrollment in the mapped courses?
- **RQ3:** Will students perceive that the concepts and skills that they learn in the mapped courses are valuable?

The team also decided to pose three additional research questions that could be used to improve assessment and student learning at the general education level in the future:

- **RQ4a:** Do students feel that the GE course they were enrolled in met their expectations?
- **RQ4b:** What were students' expectations for the course?
- **RQ5a:** What aspects of student experiences in and outside of the classroom will students report as supporting their success in the courses mapped to the GEO?
- **RQ5b:** What aspects of student experiences in and outside of the classroom will students report as interfering with their success in the courses mapped to the GEO?
- **RQ6:** Will students report that they are learning other GEO skills in the courses mapped to the aesthetics and creativity GEO?

Methodology

Methods of Assessment

The final survey created by the research team consisted of a combination of qualitative and quantitative questions (see Appendix A for the aesthetics and creativity survey).

- **RQ1a and 1b:** In order to examine whether students gained a respect and appreciation for the arts as a means or personal, social and/or cultural expression, participants were asked a series of closed and open-ended questions. The questions pertained to whether students' perceived that the course changed their view of themselves or of others. Students who felt that the course did change their views were asked to explain why they felt this way.
- **RQ2:** To discover whether students enrolled in the general education course sought out experiences with the arts because of their enrollment in these courses, students were asked how many events they attended because of the course they were enrolled in and how many events they were involved in because of the course. Students were also asked whether or not they joined a club because of the course and if so, which one. Finally, students were asked to complete a scale to determine their likelihood of attending future events because of the course and enrolling in related courses in the future because of the course.
- **RQ3:** A task value scale was utilized to test the third research question. The six items on the scale asked students to indicate how valuable, interesting, important, and useful they felt the content of the course was.
- **RQ4a and 4b:** To examine students' expectations for the course, students were asked whether or not the general education course they were enrolled in met their expectations and were then requested to provide additional written feedback explaining why the course did or did not meet their expectations.
- **RQ5a and 5b:** Quantitative items were created by the research team to discover more about what students' believed may have helped or hindered their success in the course. Students were also given the opportunity to explain why they were or were not able to do their best in the course if they felt the quantitative choices did not suffice.
- **RQ6:** In order to determine whether students' perceive that they are learning other general education outcomes in the courses mapped to the GEO, the researchers created a list of skills based on the definitions of the other current LBCC GEOs and ILOs. Students were not limited to the amount of skills they could select.

Survey Gizmo

Once the survey measures were decided upon, the Educational Assessment Research Analyst created an online version of the survey using Survey Gizmo. In this way, the survey could be emailed to students and could be completed on students own time.

Before they were redirected to the main survey questions students were asked to select the general education course they were currently enrolled in from a drop-down list the Then they were asked to think about that course when answering all of the questions on the survey.

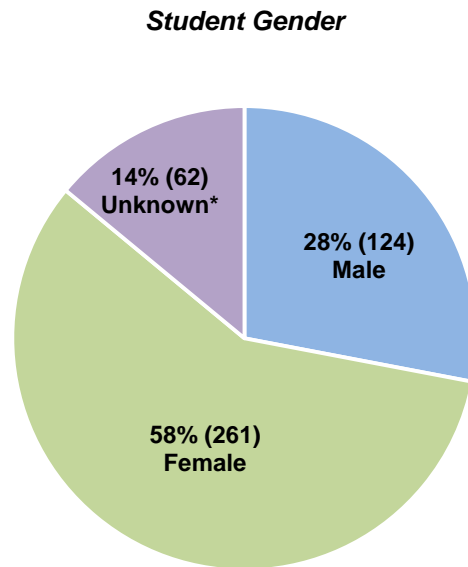
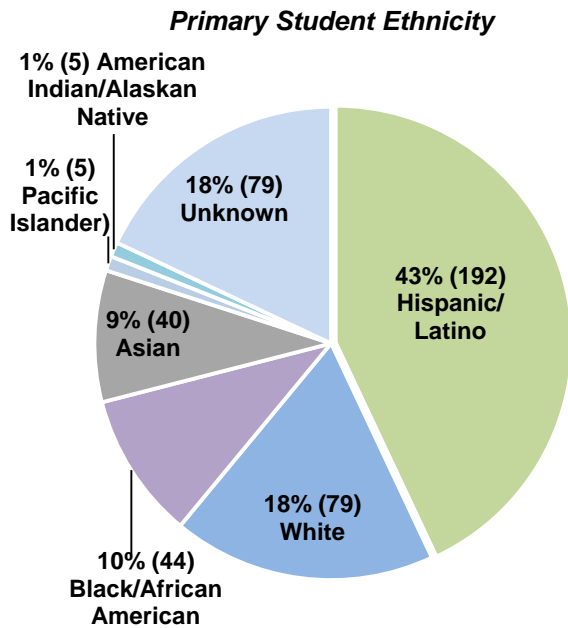
Sampling

In April 2014, 50 courses mapped to the GEO were selected to be included in the sample used for the assessment (for a list of courses see Appendix B). A total of 176 course sections were offered in the Spring 2014 semester and the research team decided that the sample size should include all students enrolled in all of the sections of the courses mapped to the GEO. On April 9, 2014 an email was sent out to faculty informing them of why the survey was being conducted and what the survey entailed (see Appendix C for the faculty email). Faculty had the opportunity to view the survey before it was sent out so that they would know exactly what questions were being asked of their students.

On April 14, 2014 an email was sent out to the 3,600 students enrolled in the 176 sections of the courses. In the email, students were informed of the purpose of the survey and assured that any information they provided would remain confidential. In return for completing the survey, students were given the opportunity to enter for a chance to win one of three Barnes and Noble Nook tablets by providing their student identification numbers at the end of the survey (see Appendix D for the student email). The survey remained open for two weeks and closed on April 28, 2014. In total, 447 students participated in the survey.

Student Demographics

Demographics



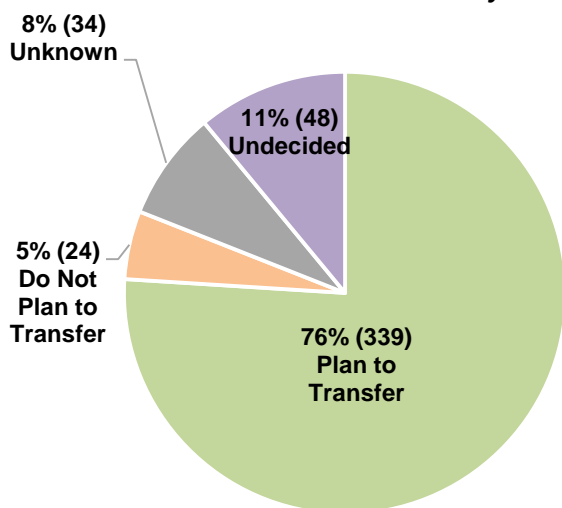
The primary ethnicities of the participants were similar to LBCC's spring 2014 student population, with the exceptions of the number of Hispanic/Latino participants which was lower than our student population (43% v 53%). Also the unknown population was higher than our student population (18% v 1%), but this is mainly due to our methodology.¹

The distribution by gender did not mirror LBCC's population. LBCC's student population has a higher percentage of male students (45%), a slightly lower percentage of female students (54%), and no students with an unknown gender.

¹ Students were not required to provide their student identification numbers to participate in the survey. Demographic data for those students who provided their student ID numbers was pulled from the IMB Cognos Database. Any students who did not provide data were included in the "Unknown" category.

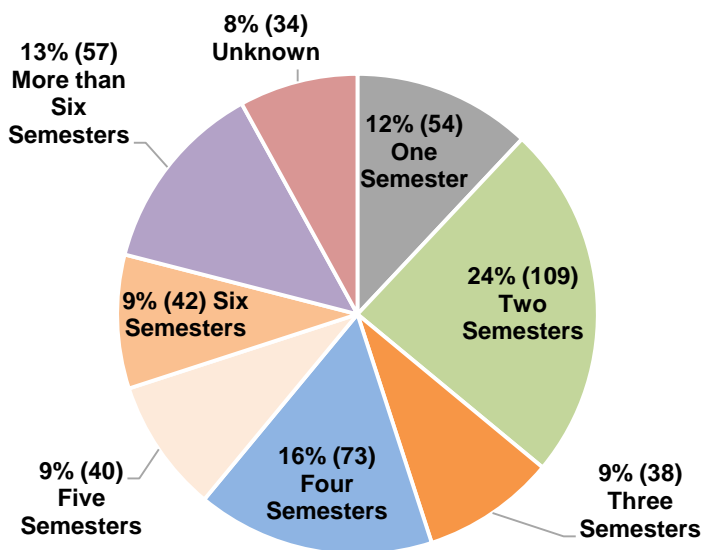
Student Enrollment Profile

Amount of Students who Plan to Transfer to a Four Year University



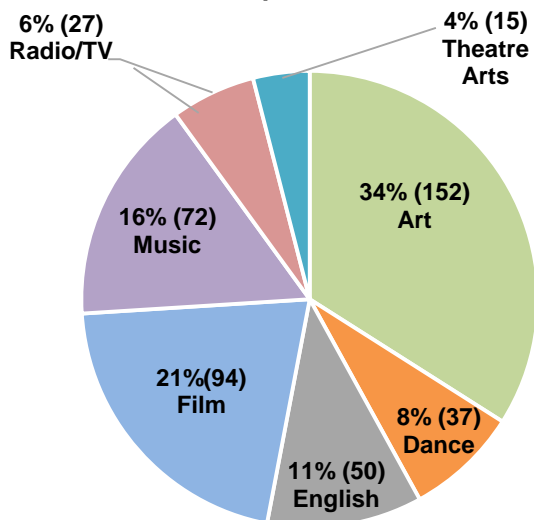
The majority of participants reported that they plan to attend a four year university following their completion of courses at LBCC.

Amount of Semesters Enrolled at LBCC



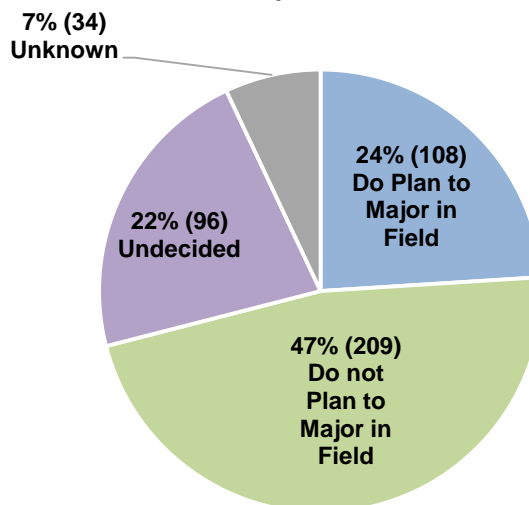
The highest percentage of participants (24%) reported that they had been attending the college for two semesters at the time the survey was administered.

Discipline of Course that Students Reported On



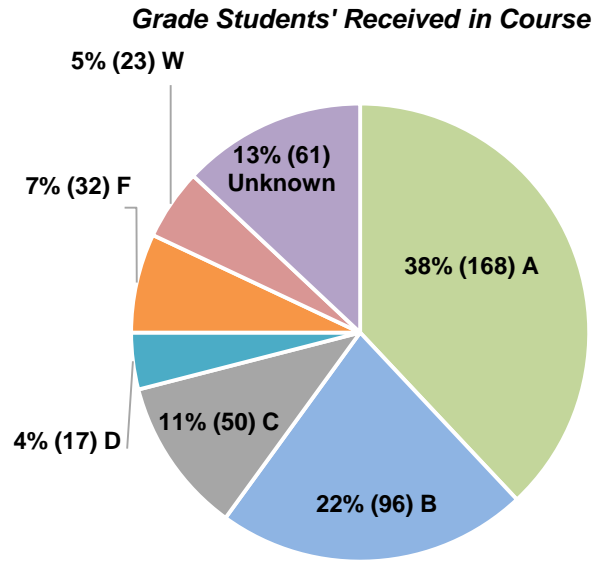
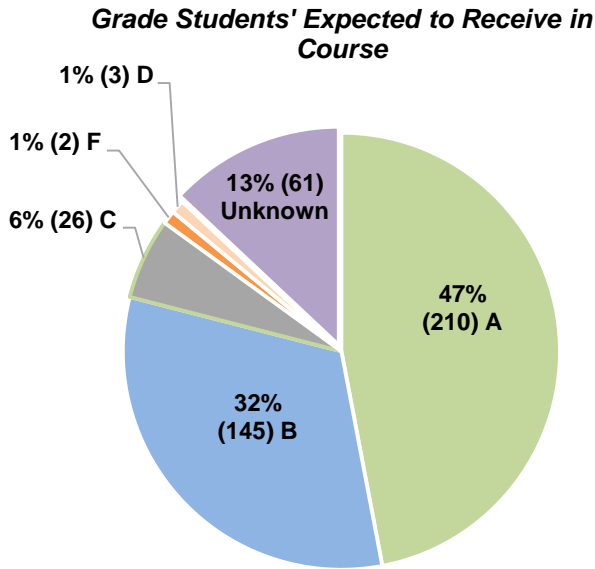
The highest number of participants (34%) reported on an art course that is mapped to the GEO. A very low percentage of participants reported on the radio/tv (6%) and theatre arts (4%) courses that are mapped to the GEO.

Amount of Students who Plan to Become a Major in the Field of the Course they Reported on



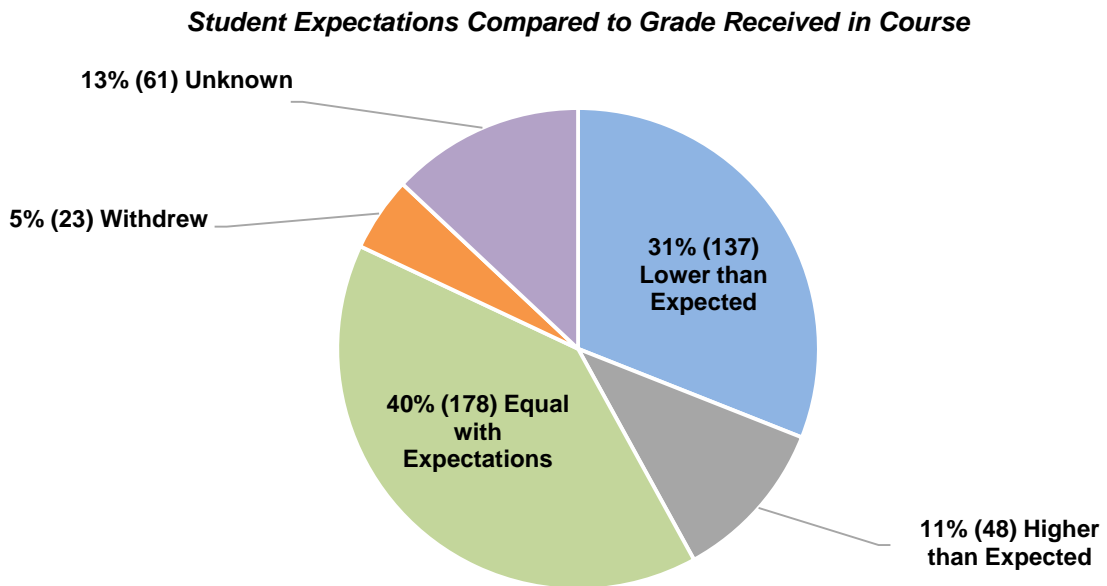
Almost half of the participants (47%) indicated that they do not plan to major in the field of the course that they reported on in the survey.

Student Enrollment Profile



Almost half of the participants (47%) reported that they expected to receive an A in the general education course. Very few participants believed that they would receive a D or an F in the course (2%).

In many instances, participants final grades in the course did not match their expectations.



While a high percentage of participants received the grade they expected to in the course, a significant number of participants received grades lower than they expected and 5% of participants withdrew from the courses they reported on. 37 of the 137(27%) participants who received a D or F in the course reported that they had expected to receive an A or a B and 17 of the 23 (74%) participants who withdrew from the course had reported that they expected to receive an A or a B in the course when the survey was administered at the end of April.

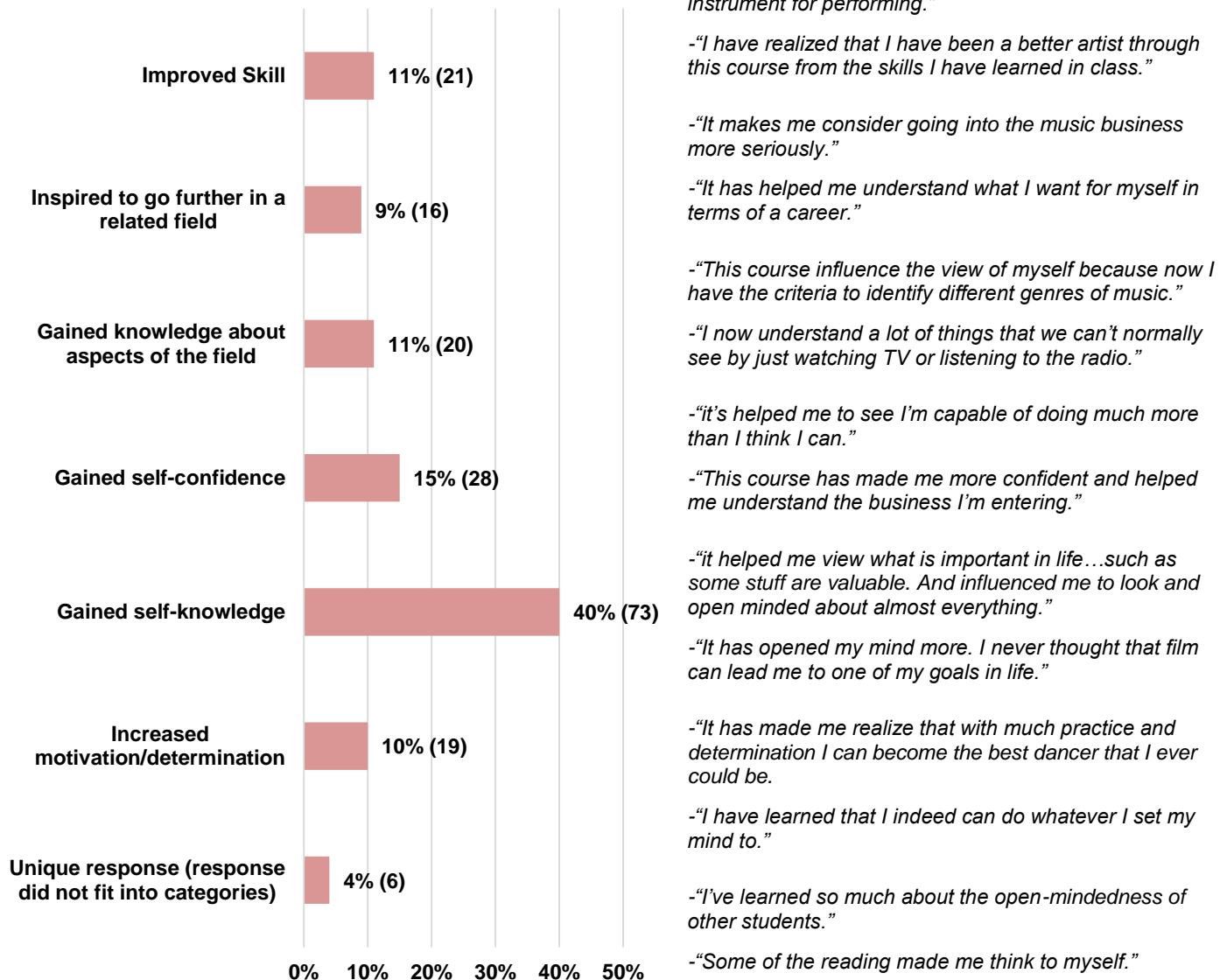
Research Question 1a

Will students report developing a respect for the arts as a means of personal expression?

To determine whether students perceived that they developed a respect for the arts as a means of personal expression two questions were included on the survey measure. The first question was closed-ended and asked participants if they felt that the course had changed their view of self. Almost half (200 participants; 49%) of the 411 participants who responded to the question indicated that yes, the course had changed their view of self. Participants who answered “yes” to the closed-ended question were redirected to a second open-ended question that asked them why they felt the course had changed their view of self. 190 participants provided explanations. Participants’ responses were coded by the EARA into categories. 183 of the participant responses indicated that the course had changed their view of themselves in a positive way, two participants indicated that the course had changed their view of themselves in a negative way, and five responses did not apply to the question (because the number of negative and not applicable responses was so low, they were not included in this report). The percentage of participant responses that fell into each category are depicted in Table 1, along with examples of each. For definitions of each category and further examples, see Appendix E.

Examples

Table 1: Student Explanations as to How the Course Changed their View of Self



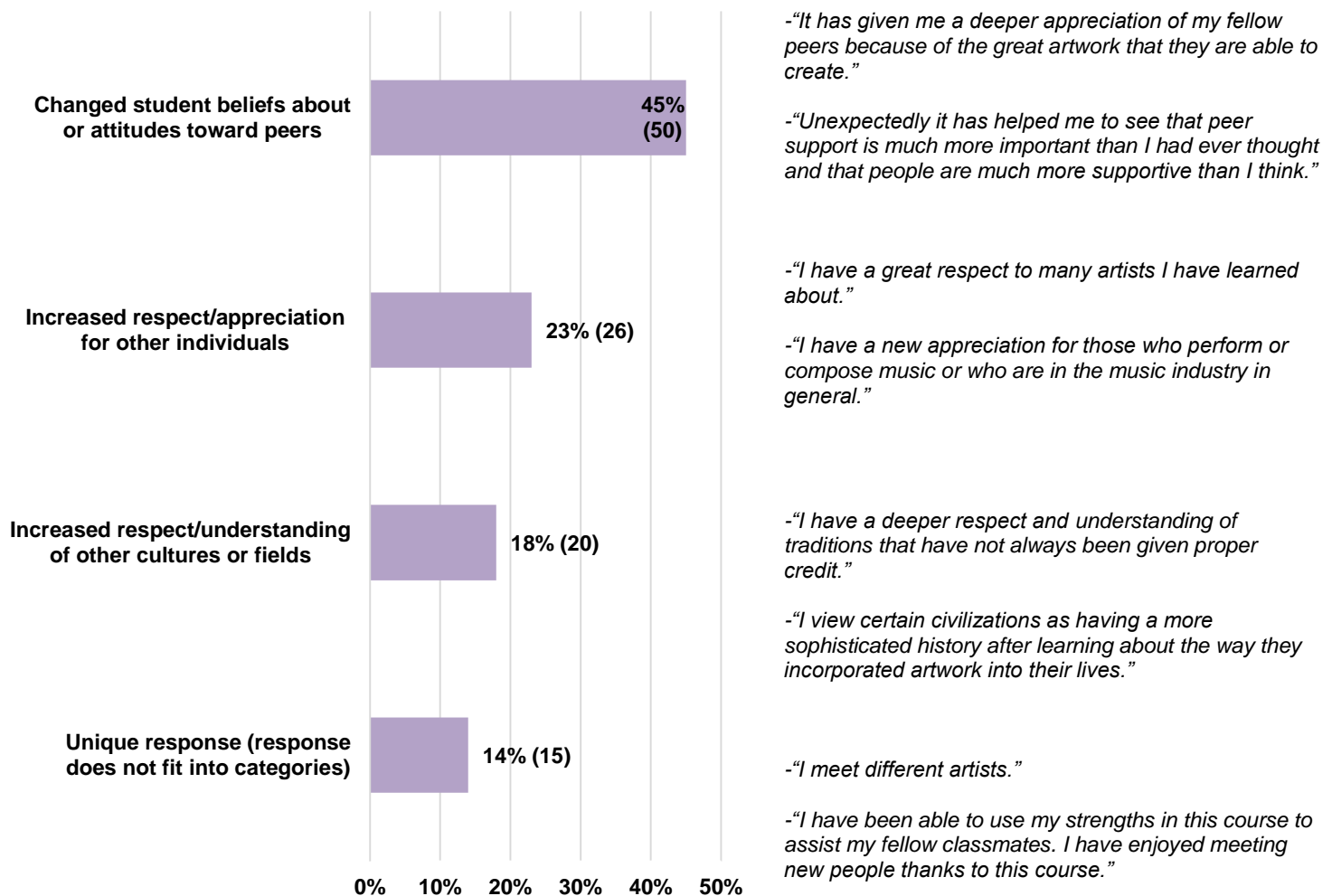
Of the seven categories, participants’ responses in four of the categories (i.e., improved skill, gained self-confidence, gained self-knowledge, increased motivation/determination) listed in Table 1 pointed to student development of a respect for the arts as a means of personal expression.

Research Question 1b

Will students report developing a respect for the arts as a means of social and cultural expression?

In order to examine whether students perceived that they developed a respect for the arts as a means of social or cultural expression two questions were included on the survey measure. The first question was closed-ended and asked participants if they felt that the course had changed their view of others. Of the 411 participants who responded to the question, only 33% (146 participants) indicated that yes, the course had changed their view of others. Participants who answered “yes” to the closed-ended question were redirected to a second open-ended question that asked them why they felt the course had changed their view of others. 130 participants provided explanations. Participant responses were coded by the EARA into categories. 111 of the participant responses indicated that the course had changed their view of others in a positive way, 12 participants indicated that the course had changed their view of others in a negative way, and seven responses did not apply to the question (because the number of negative and not applicable responses was so low, they were not included in this report). The percentage of participant responses that fell into each category are depicted in Table 1, along with examples of each. For definitions of each category and further examples see Appendix F.

Table 2: Student Explanations as to How the Course Changed their View of Others

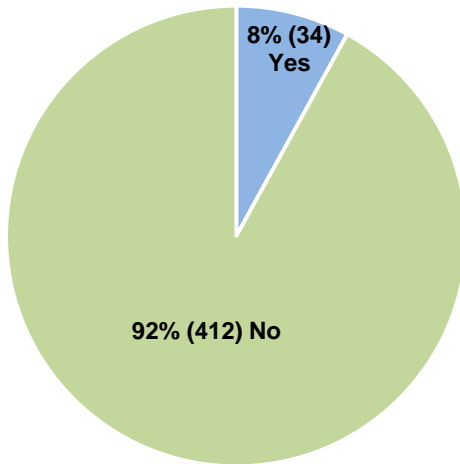


From the four categories that emerged from the data, the three major categories (i.e., changed student beliefs or attitudes about peers, increased respect/appreciation for other individuals, increased respect/understanding of other cultures or fields) indicated that 86% of the participants who responded to the question perceived that they had developed a respect for the arts as a means of social or cultural expression. However, it is important to note that only 111 participants responded to this qualitative question and only 146 out of 411 participants indicated that they felt the course had changed their view of others. Thus, while some participants did feel like they developed a respect for the arts as means of social or cultural expression due to the course, this was not the case for the majority of the survey participants.

Research Question 2

Will students report a willingness to seek out experiences with the arts because of their enrollment in the mapped courses?

My experiences in this course lead me to join a club.



Of the 34 participants that indicated that the course lead them to join a club, 32 specified which clubs they are now a part of. 15 participants who reported on a dance course indicated that they joined a dance club (i.e., “dance club,” “cheer,” “rival school dance crew,” “soul fresh fam,” “dance concert,” and “dance up”), 6 participants enrolled in art courses joined an art club (i.e., “arts and crafts club,” “metal smithing club,” “calb,” “d’art of LBCC,” “anime club,” “art club”), 4 theatre arts participants joined a theatre club (i.e., “spotlight theater club,” “LBCC theater club”), 5 participants in English courses joined English clubs (i.e., “English majors and minors club,” “English club”), 1 radio/TV course participant joined “KLBC,” and 1 film course participant indicated that he/she enrolled in an unrelated club to the course, “ASB.”

Table 3: How many events did you attend because of this class?

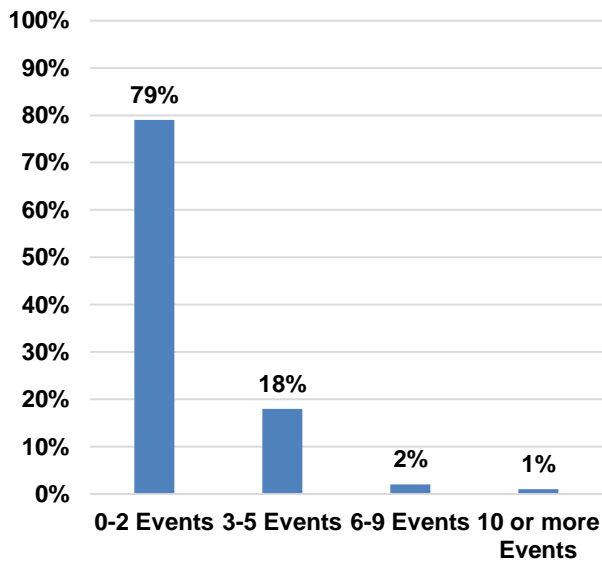
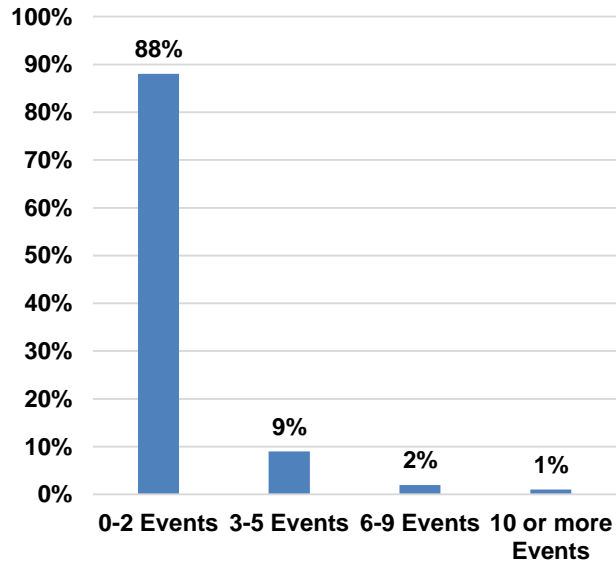


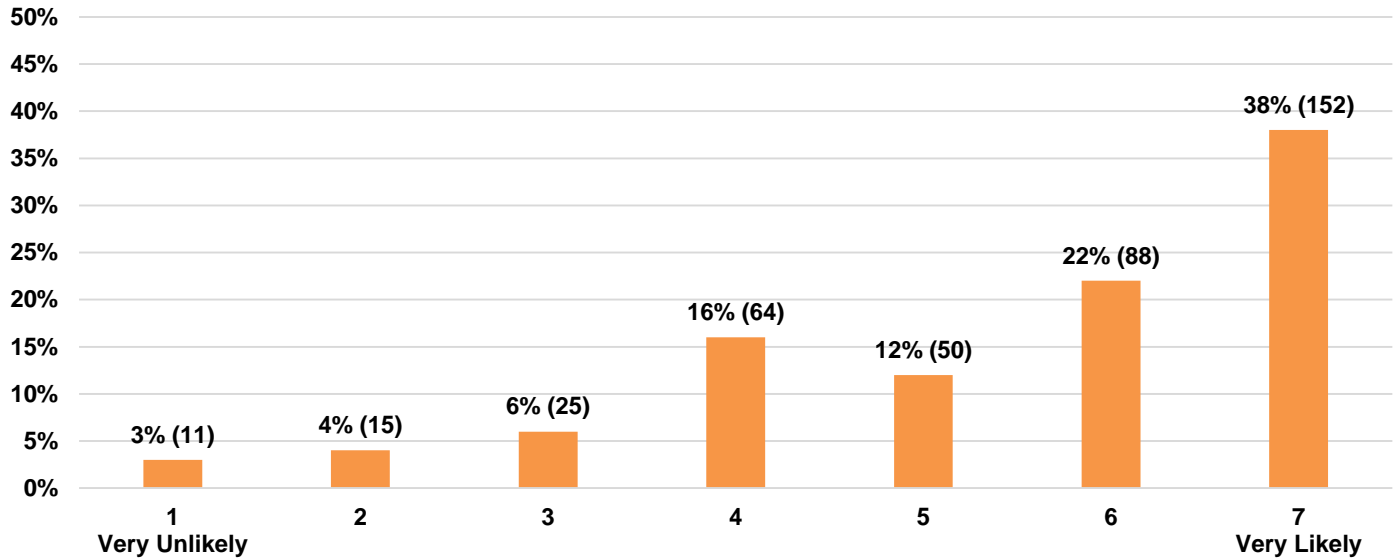
Table 4: How many events were you involved in because of this course?



As can be seen above in Table 3 and Table 4, the majority of participants reported that they attended and were involved in zero to two events because of their courses. 21% of participants attended three or more events because of the course they were enrolled in and 12% of participants reported being involved in three or more events because of the course.

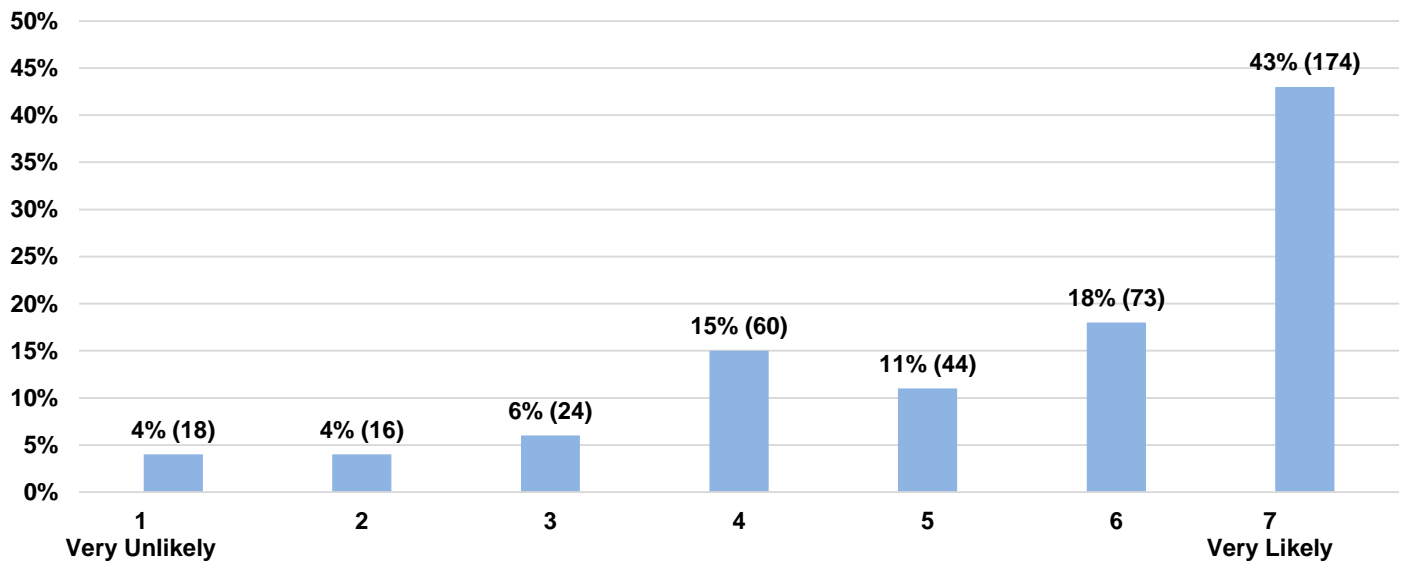
Research Question 2

Table 5: Students' Perceived Likelihood of Attending Future Events or Exhibitions Because of this Course



Participants' perceived likelihood of attending future events or exhibitions because of this course was measured using an adapted version of the Affective Learning Scale (McCroskey, 1994). Each question was measured using a bi-polar scale ranging from (1) to (7). Response options included word pairs such as "Unlikely/Likely" and "Would/Would Not." As in previous studies, in this assessment the scale was found to be highly reliable ($\alpha = .93$). Each participant's response to the 4 questions was averaged and the total number of participants who responded at each level of the scale is shown in the table above. The mean response was a 5.5 on the scale. Overall, the majority of participants indicated that they would likely attend future events or exhibitions because of the general education course they were enrolled in.

Table 6: Students' Perceived Likelihood of Taking Future Courses in the Content Area of the Course

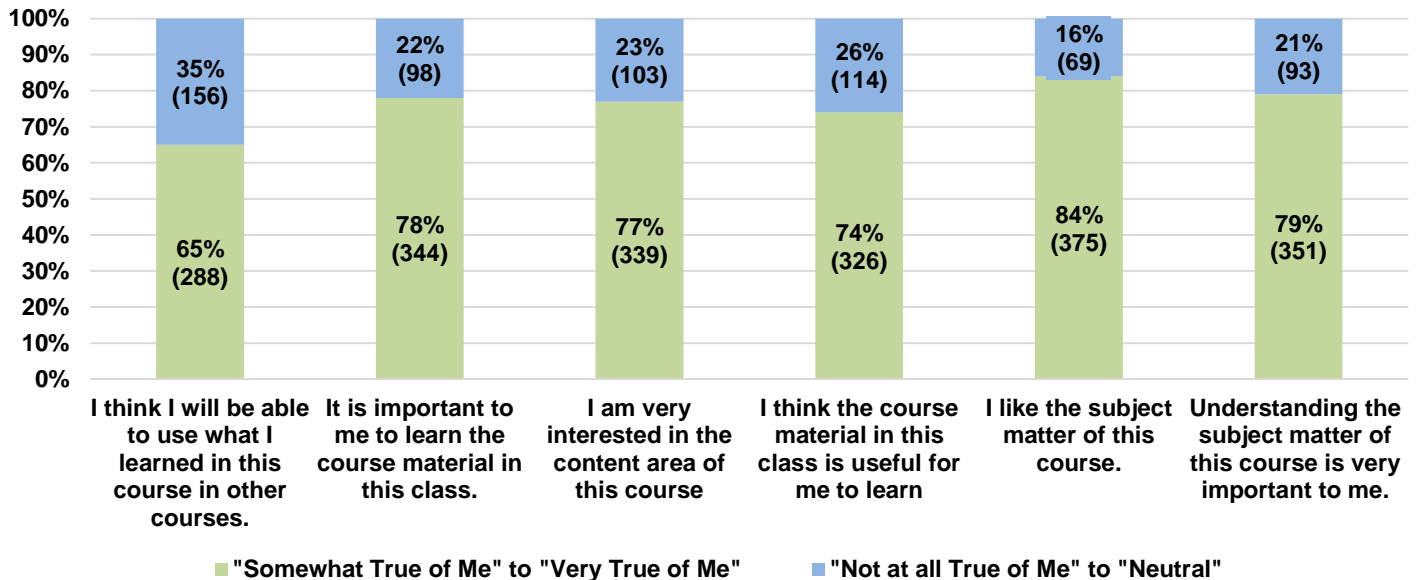


Participants' perceived likelihood of taking future courses because of this course was measured using four questions borrowed from the Affective Learning Scale (McCroskey, 1994). Each question was measured using a bi-polar scale ranging from (1) to (7). Response options included word pairs such as "Unlikely/Likely" and "Would/Would Not." In this assessment, the scale was highly reliable ($\alpha = .95$). Each participant's response to the four questions was averaged and the total number of participants who responded at each level of the scale is shown in the table above. The mean response was a 5.6 on the scale. Overall, the majority of participants indicated that they would likely enroll in future courses in the same content area as the course they reported on in the survey.

Research Question 3

Will students perceive that the concepts and skills that they learn in the mapped courses are valuable?

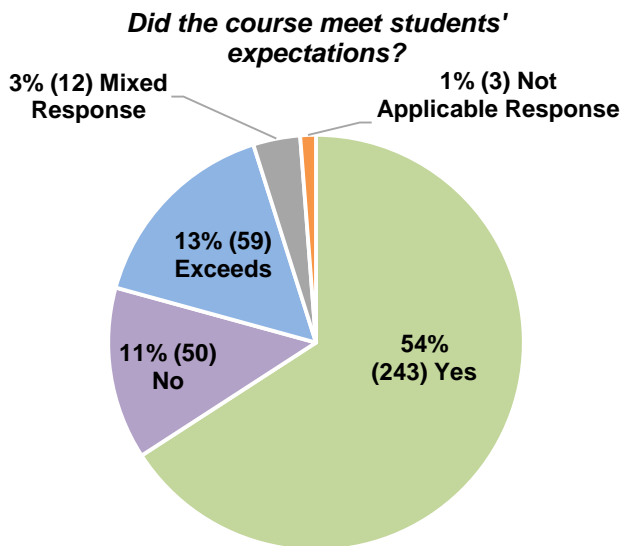
Table 7: Students' Perceptions of the Value of the Course's Content



Participants' perceptions of how valuable the concepts are in the courses they reported on were measured using a task value scale from the *Motivated Strategies for Learning Questionnaire* (Pintrich, Smith, Garcia, & McKeachie, 1991). This measure contains six questions with response options ranging from (1) *not true of me at all* to (7) *very true of me*. When the participants' responses to each of the six questions were averaged into a single response measuring task value, 371 out of 431 (86%) participants who responded indicated that they valued the tasks they completed in the course. The mean response for the scale was 5.66. In this assessment, this scale had high reliability ($\alpha = .94$).

Research Question 4a

Do students feel that the general education course they were enrolled in met their expectations?



Participants were asked the open-ended question "did this course meet your expectations?" to answer the first portion of this research question. Responses were coded into 5 categories: *Yes* (i.e., the course met expectations), *No* (i.e., the course did not meet expectations), *Exceeds* (i.e., participants felt that the course in some way exceeded their expectations), *Mixed* (i.e., participants felt that the course met their expectations in some ways, but did not in others), and *Not Applicable* (i.e., participants' responses did not apply to the question).

The majority of participants said that the course met or exceeded their expectations (67%).

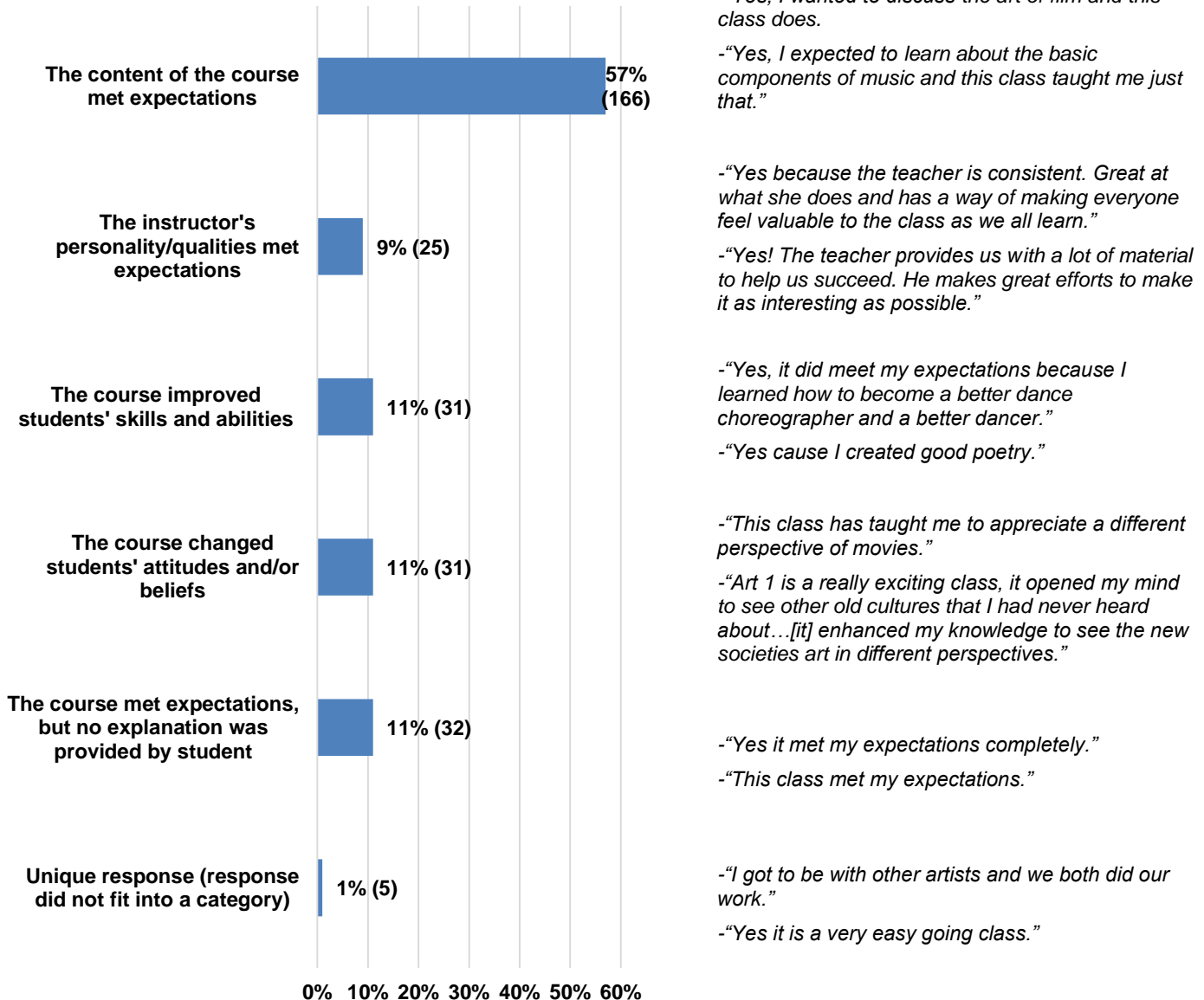
Research Question 4b

What were students' expectations for the course?

To answer research question 4b, participants were asked to provide an explanation as to why their course did or did not meet their expectations. Participants' responses were coded by the EARA into categories. 419 participants who answered this question provided a total of 567 coded responses (participants were allowed to write multiple responses per question). For definitions of each category and further examples, see Appendix F.

Table 8: Students' Explanations as to Why the Course Met their Expectations (290 Total Responses)

Examples



-“Yes, I wanted to discuss the art of film and this class does.

-“Yes, I expected to learn about the basic components of music and this class taught me just that.”

-“Yes because the teacher is consistent. Great at what she does and has a way of making everyone feel valuable to the class as we all learn.”

-“Yes! The teacher provides us with a lot of material to help us succeed. He makes great efforts to make it as interesting as possible.”

-“Yes, it did meet my expectations because I learned how to become a better dance choreographer and a better dancer.”

-“Yes cause I created good poetry.”

-“This class has taught me to appreciate a different perspective of movies.”

-“Art 1 is a really exciting class, it opened my mind to see other old cultures that I had never heard about...[it] enhanced my knowledge to see the new societies art in different perspectives.”

-“Yes it met my expectations completely.”

-“This class met my expectations.”

-“I got to be with other artists and we both did our work.”

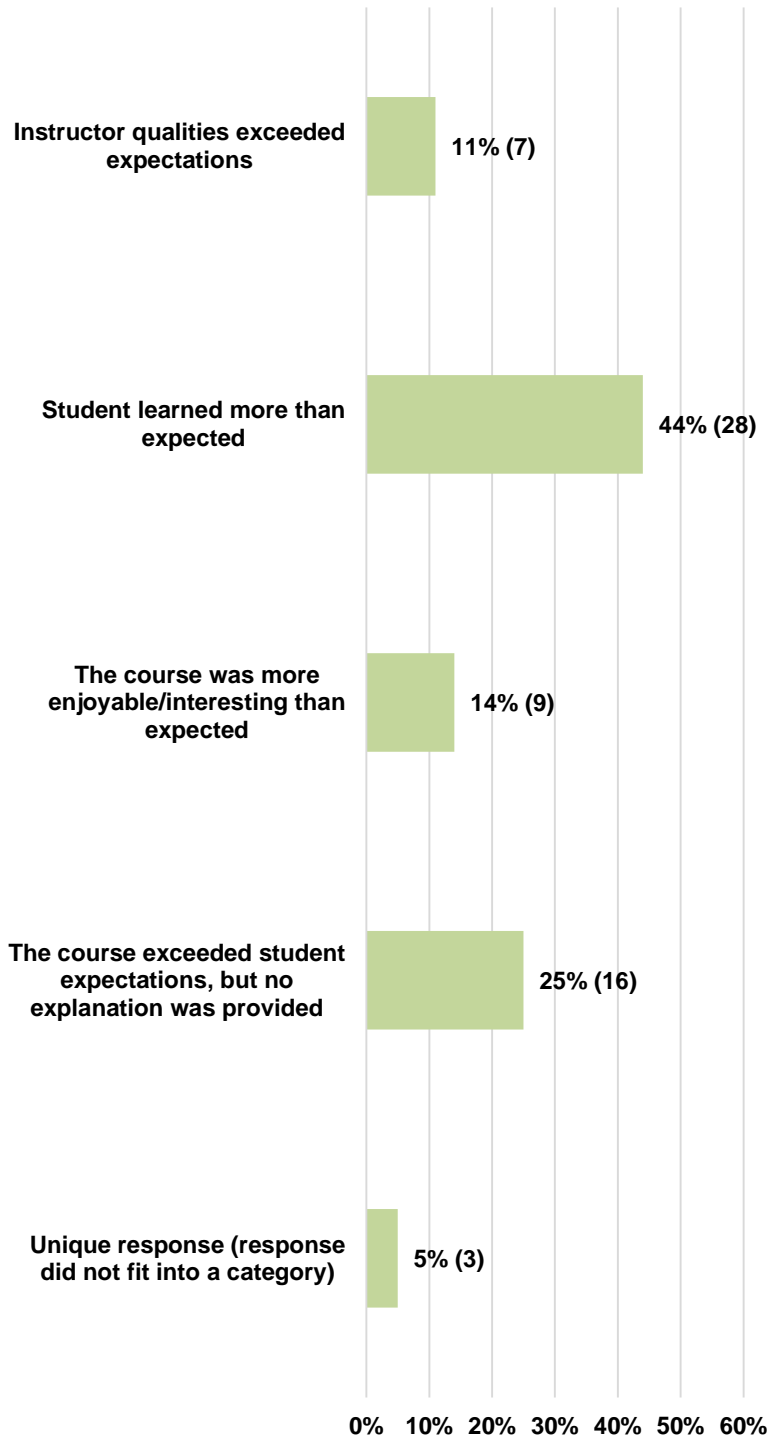
-“Yes it is a very easy going class.”

Participants' responses that indicated that their expectations were met were coded into six categories. As shown in Table 8, the main reason that participants felt the course met their expectations was because the content met their expectations. These participants expressed in their responses that the course met their expectations because the content aligned with what they wanted to learn, the content matched the syllabus/course catalog description, the content was interesting and enjoyable, and the content could be applied to future courses they enroll in or to their life experiences.

Research Question 4b

Table 9: Students' Explanations as to Why the Course Exceeded their Expectations (63 Total Responses)

Examples



-“This course went beyond my expectations. I learned a lot and I think it has to do a lot with the professor.”

-“It exceeded my expectations. My teacher explains it in a way that is easy to understand.”

-“FILM 1 has exceeded my expectations. I enjoy the course simply because I am learning so much from it.”

-“No, it went above and beyond them! I never knew I could learn so much about sculpture! This class is too perfect for words!”

-“Absolutely. It exceeded them actually. I was expecting boring texts and difficult writing assignments. What I received was lively discussion, interesting texts, and writing assignments that I actually enjoyed.”

-“It exceeded my expectations because it was more intriguing than I thought it would. I enjoy taking this class and look forward to it.”

-“This course did. It went above and beyond.”

-“It went well beyond my expectations.”

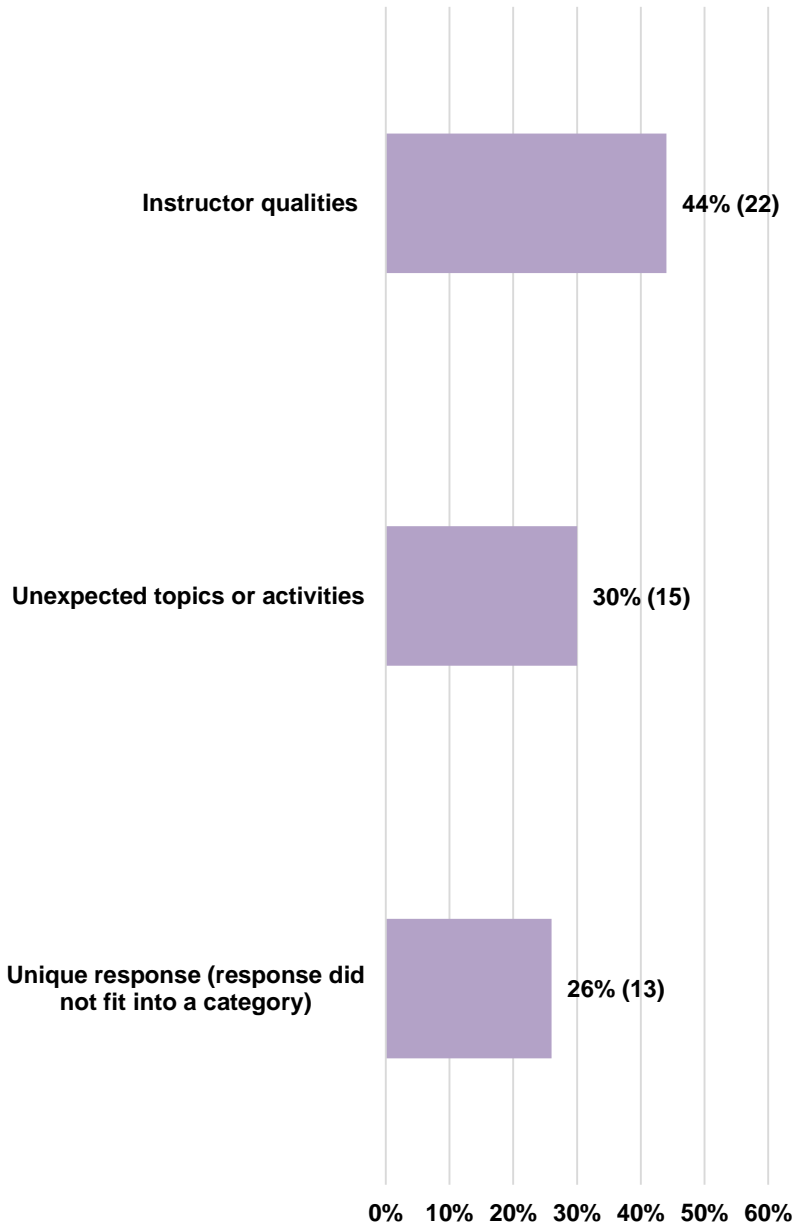
-“This course actually exceeded my expectations because I am constantly pushed to the boundaries that I never thought I had the capability to overcome.”

-“This course did not meet my expectations. For most online courses teachers will give you more work and make you interact with others students in the course of the week than you might ever actually have to at school. They seem to try to compensate but this course didn't feel like that at all. The book is great and the online features are amazing. I can quiz myself on the chapter, review the outline, and most fun have a playlist selected! This course over exceeded my expectations for the class.”

Responses that mentioned that the course exceeded expectations were coded into five categories. Of the participants who perceived the course to exceed their expectations, almost half indicated that the reason the course exceeded their expectations was because they learned more than they had expected to.

Research Question 4b

Table 10: Students Explanations as to Why the Course did not Meet Expectations (50 Total Responses)



Examples

-“The instructor of this course does not follow up on assignments and does not grade turned in assignments on time.”

-The instructor is very inexperienced. The school should train new instructors.”

-“I thought this class was going to be more involved with all subjects we are learning in class. However, class is all lecture and not hands on.”

-“I feel like there should be more writing in a creative writing class. If I wanted to take a poetry assessment class I would have signed up for one.”

- “I thought it would be a little more fun.”

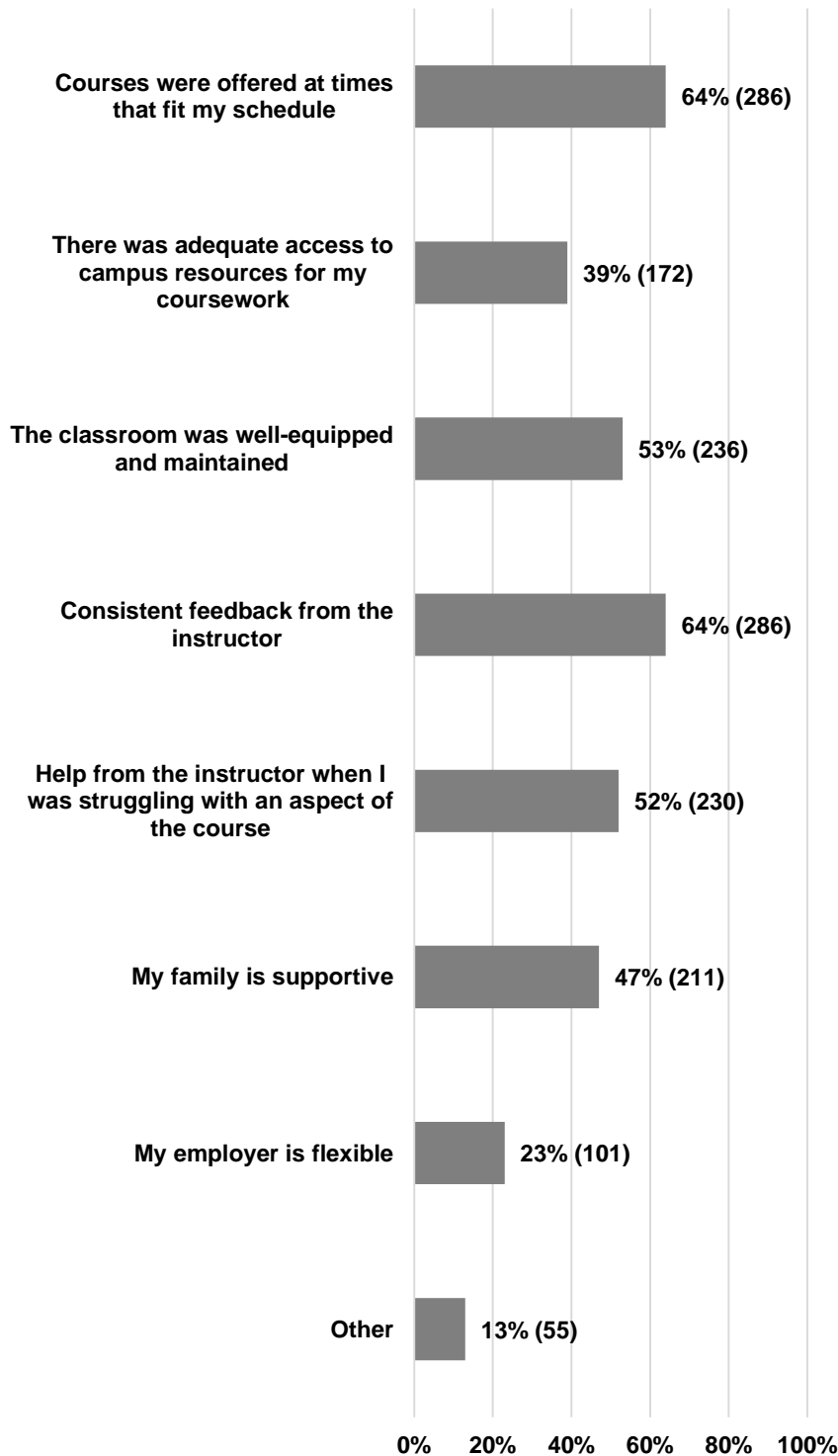
-“The book is very expensive.”

Responses that indicated that the course did not meet participants’ expectations were coded into three categories. Of the participants who noted that the course did not meet their expectations, the majority indicated that the main reasons were either because of their instructor (e.g., the instructor was rude, disorganized, did not provide timely feedback) or because the topics/activities in the course were unexpected (e.g., the student thought the course would be more hands on, the student expected more topics to be covered, the student expected the pace of the course topics to move faster).

Research Question 5a

What aspects of student experiences in and outside of the classroom will students report as supporting their success in the courses mapped to the GEO?

Table 11: Which of the following aspects were most supportive for your success in this course?



To discover more about what students' perceived as supportive to their success in the courses mapped to the general education outcome, the research team created a list of aspects of student life that may contribute to their success in the classroom. Participants were informed that they could select more than one of the items on the list when answering the question.

415 participants responded to the question and many chose multiple answers. The percentage of participants that responded to each item is depicted in Table 11.

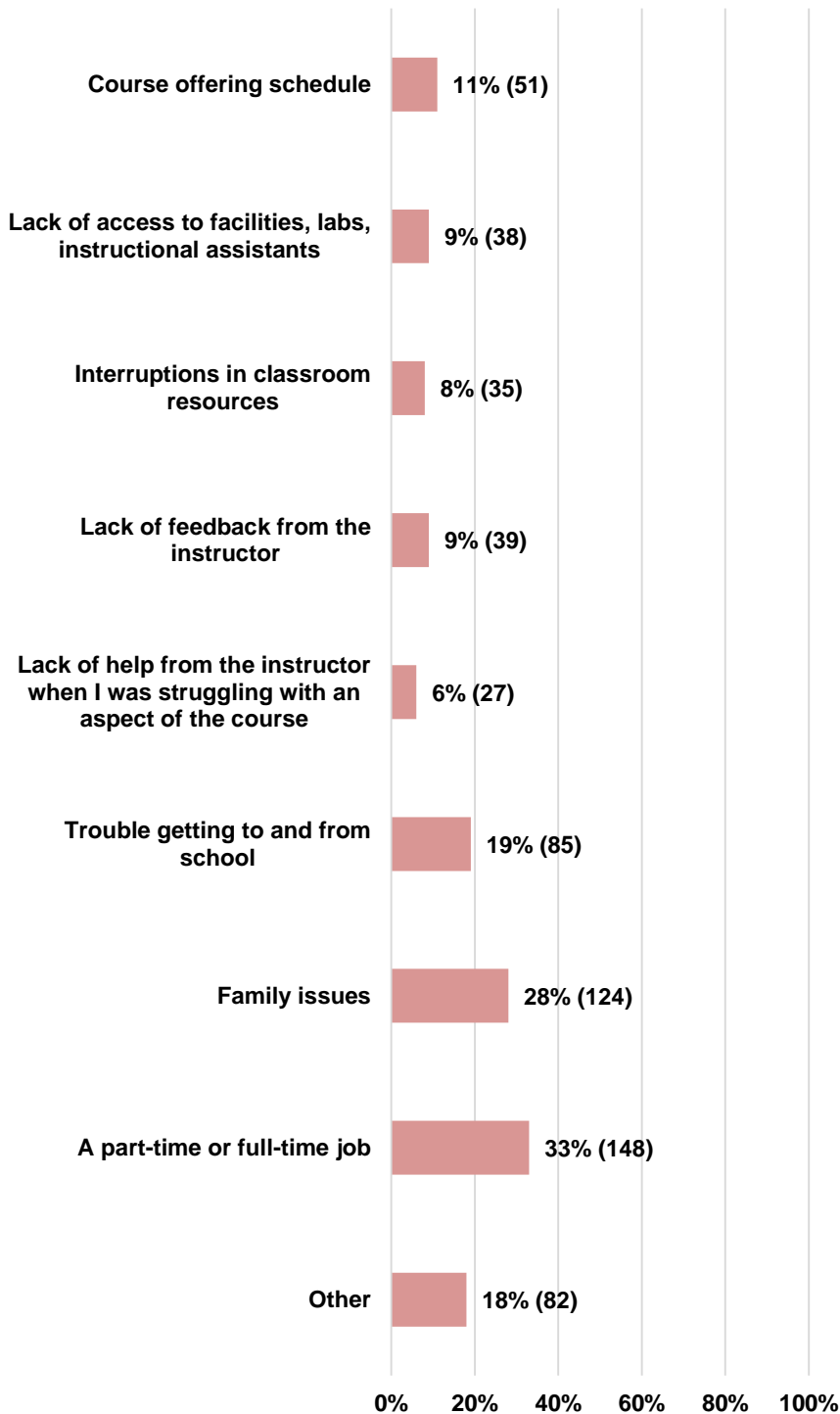
Participants indicated that courses that were offered at times that fit their schedules and consistent feedback from instructors helped their success the most in the courses that they reported on.

All participants also had the opportunity to explain what else supported their success in an open-ended response. Only 14 participants chose to utilize this option. Of the 14, four felt that their success in the course was due to themselves (e.g., "I was able to do my best because I like music and am a fast learner"). One participant felt that his/her success was due to the positive energy in the classroom (e.g., "I was able to do my best in this course because of the positive energy of everyone around me."). Nine participants felt that their success was due to their instructors because they were clear, helpful, or supportive (e.g., "I was able to do my best in English because my teacher was always there for us. She gave me the confidence I thought I did not have").

Research Question 5b

What aspects of student experiences in and outside of the classroom will students report as interfering with their success in the courses mapped to the GEO?

Table 12: What may have interfered with you doing your best in this course?



To determine what students believe to have interfered with their success in the course the research team created a list of aspects of student life that mirrored the quantitative items for research question 5a.

415 participants responded to the question and many chose multiple answers. The percentage of the 415 participants that responded to each item is depicted in Table 12.

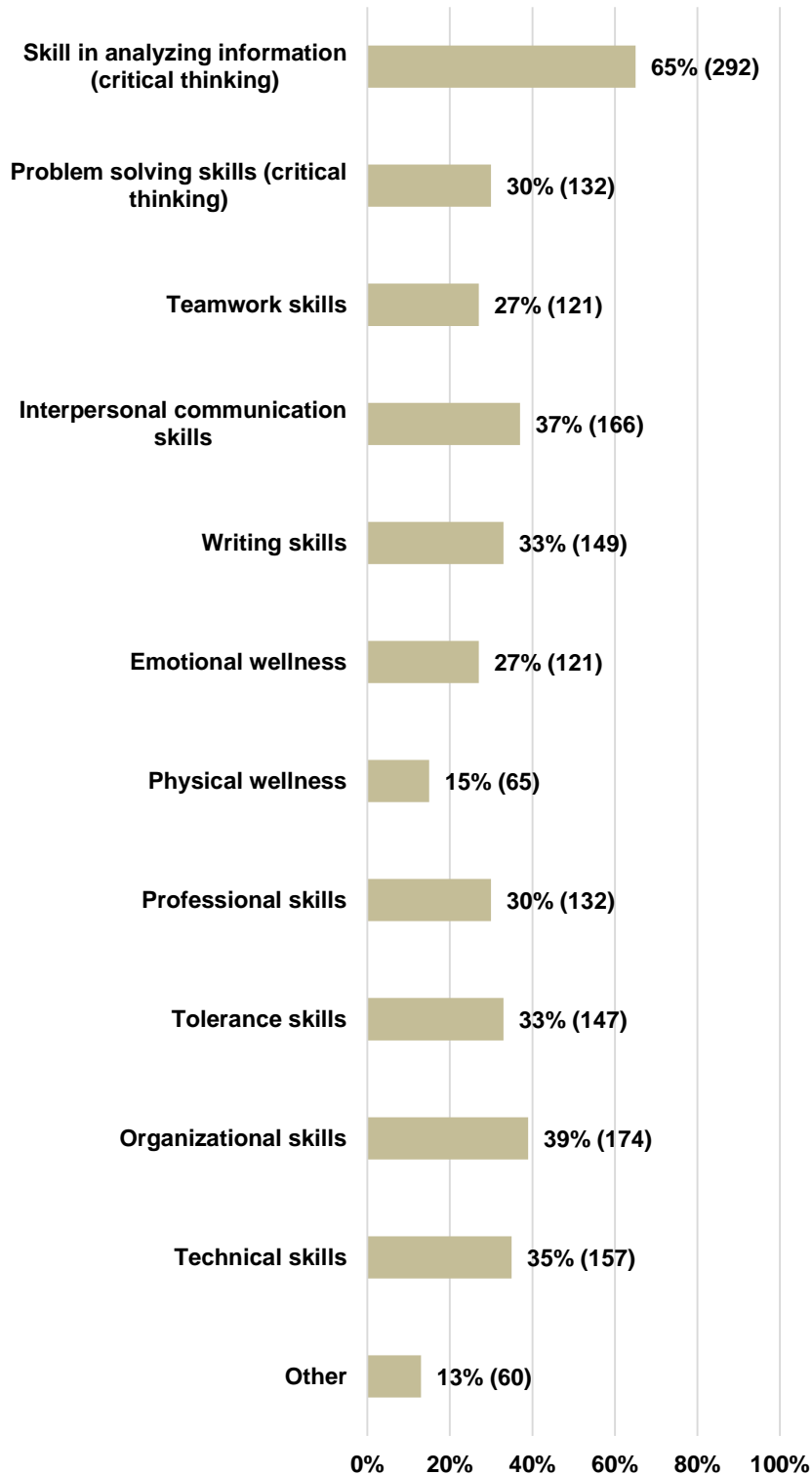
Significantly fewer participants selected response options for this portion of the research question when compared research question 5a. The item that the highest number of participants selected (33%) was “a part-time or full-time job.”

All participants had the opportunity to explain what else hindered their success in an open-ended response that immediately followed the quantitative items. Of the 93 participants that chose to explain what may have hindered their success 28 blamed themselves (e.g., “I’m a little lazy...that’s on me though”), 15 blamed their instructors (e.g., “Professor had showed up unprepared with slides missing, slides out of order, wrong dates on syllabus, etc.”), and 10 blamed other participants enrolled in the course (e.g., “Other students being disruptive or disrespectful in class”). 40 of the participants used the open-ended option to further explain the quantitative choices they selected. Specifically, they re-emphasized that family issues (e.g., *I had a loss in the family and its been very hard for me to concentrate on what I’m doing*), interruptions in classroom resources (e.g., *Some of the audio visual resources of the class have not always worked properly*), jobs (e.g., *It’s difficult to focus on school when I need to maintain a full time job to make ends meet*), course offerings (e.g., *full time job and limited times available for courses*), and lack of access to facilities/labs hindered their success (e.g., *The lab hours are not flexible enough to keep up with requirements*). Finally, 10 students mentioned unique responses that did not fit into any of the categories (e.g., *parking is horrible*).

Research Question 6

Will students report that they are learning other GEO skills in the courses mapped to the aesthetics and creativity GEO?

Table 13: Other than skills directly related to your coursework, what other skills (if any) do you feel like you developed in this general education course?



In order to ascertain what other GEO skills students' perceived themselves to be learning in the courses mapped to the GEO the researchers created a list of skills based on the definitions of the other current LBCC General Education Outcomes and Institutional Learning Outcomes.

415 participants responded to the question and many chose multiple answers. The percentage of the 415 participants that responded to each item is depicted in the table to the left.

Out of the 12 skills that were included as response options, the only skill that was selected by a majority of participants (65%) was "skill in analyzing information," an attribute of the critical thinking GEO. A fair amount of participants also indicated that they developed interpersonal communication skills (37%) and organizational skills (39%) in the courses included in this assessment.

Further analyses can be conducted to determine which courses participants' reported high levels of each skill in. It could be that a majority of participants in certain courses were the only participants who perceived themselves as developing certain skills and if this is the case, there may be more skills that a majority of participants in certain courses felt that they developed.

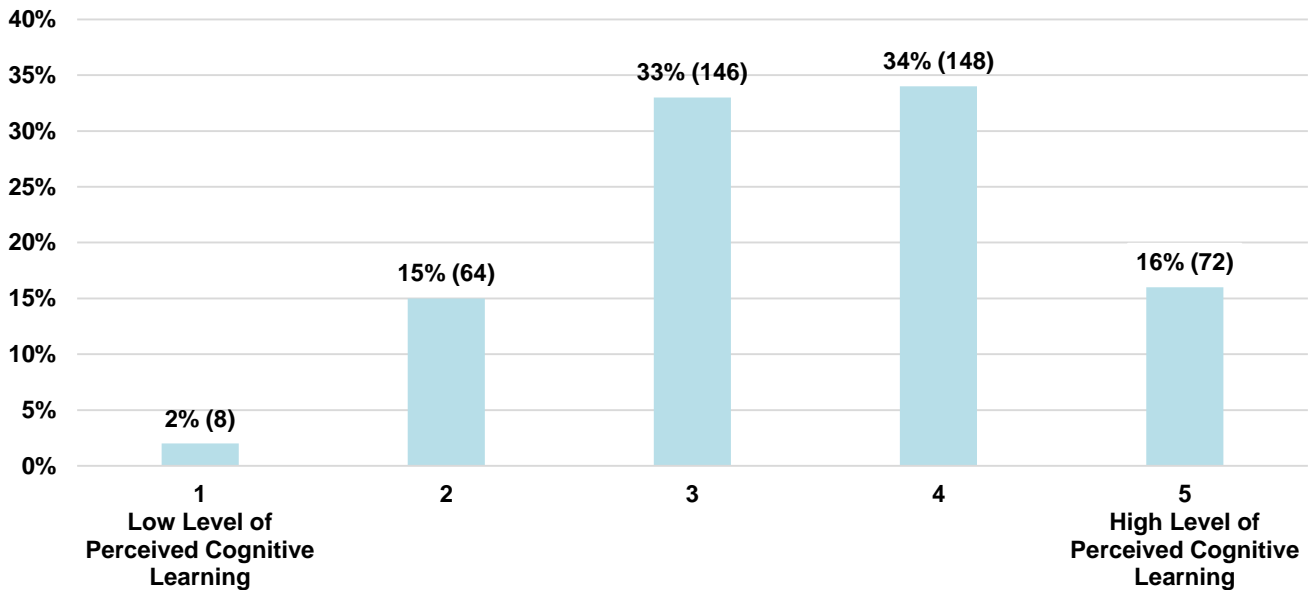
These findings will assist the ASLO subcommittee in future curriculum mapping at the institutional level.

Additional Student Learning and Attitudes Measured

At the time the survey was conducted, the research team decided to include three additional measures on the survey: students' perceived cognitive learning in the course, students' perceived affective learning in the course, and students' perceived intrinsic motivation in the course.

Perceived Cognitive Learning

Table 14: Students' Perceptions of their Cognitive Learning in the Course



Participants' perceptions of their cognitive learning in the GEO course they reported on was measured using the *Revised Learning Indicators Scale* (Frymier & Houser, 1999). The researchers who developed this scale argued that there are specific behaviors that participants may engage in when they are involved in learning content in a course. *Revised Learning Indicators Scale* has been found to have both construct and criterion validity, as well as high alpha reliability ($\alpha = .88$; Goodboy & Bolkan, 2009). In this assessment, the scale also had high reliability ($\alpha = .90$).

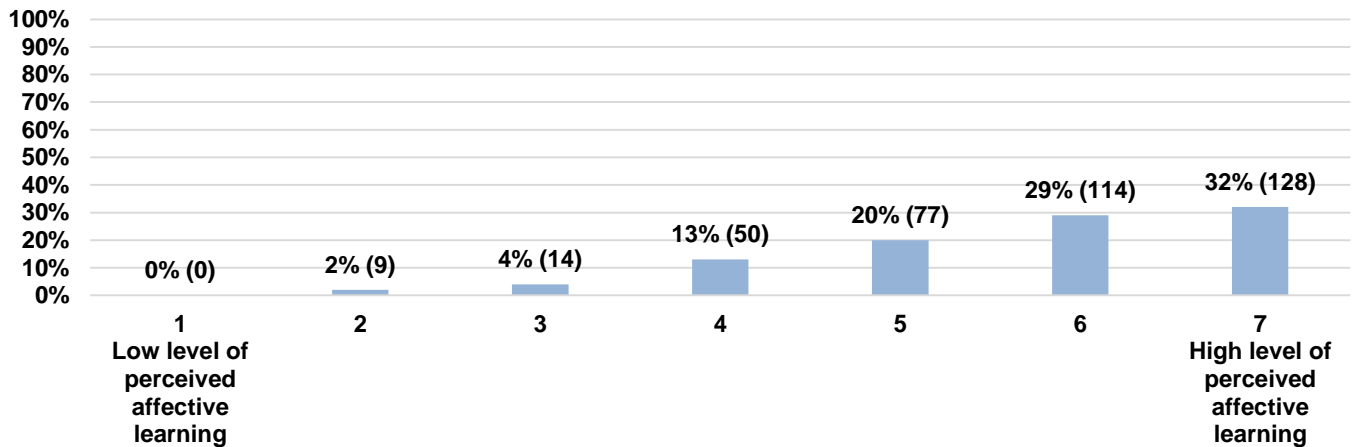
The *Revised Learning Indicators Scale* contains six questions with response options ranging from (1) *never* to (5) *very often*. Examples of questions on the scale include "I think about the course's content outside of class" and "I compare the information from this class with other things I have learned."

When the participants' responses to each of the seven questions were averaged into a single response measuring perceived cognitive learning, 50% of participants reported high levels of cognitive learning in the course. The average score on the scale was low ($M = 2.6$).

Additional Student Learning and Attitudes Measured

Affective Learning

Table 15: Students' Perceptions of their Affective Learning in the Course

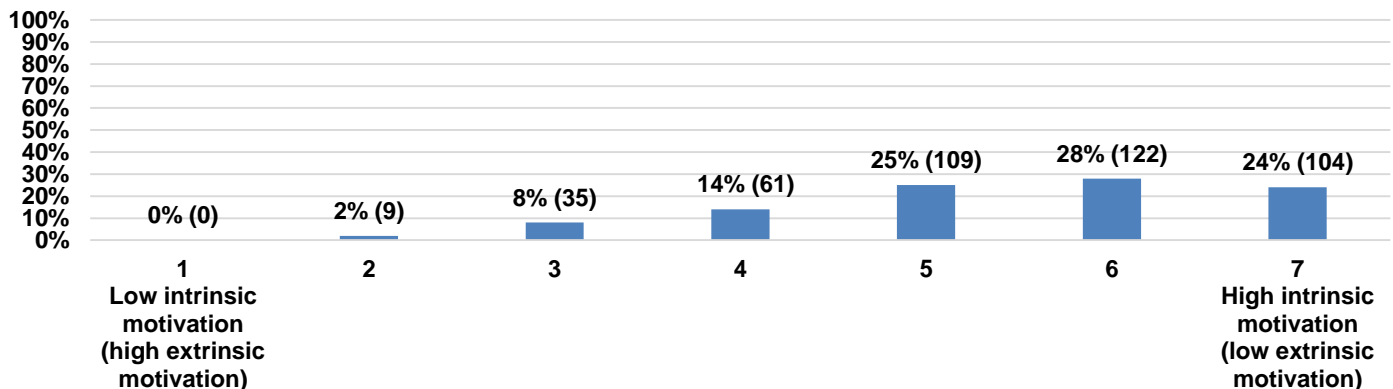


Participants' perceptions of their affective learning in the GEO course they reported on was measured using the *Affective Learning Scale* (McCroskey, 1994). Affective learning involves participants emotional responses to and feeling toward courses and course content (Chory & McCroskey, 1999; Richmond & McCroskey, 1984). This measure is an eight-item bipolar scale ranging from (1) to (7). The first four items ask participants to report on their feelings about the course content, while the last four items ask participants to report on their likelihood of taking future courses in the content area. Response options include word pairs such as "Good/Bad" and "Likely/Unlikely." In this assessment, the *Affective Learning Scale* had high reliability ($\alpha = .93$).

When participants' responses to each of the eight questions were averaged into a single response measuring perceived affective learning, 61% of the participants reported high levels of affective learning in the course. The average score on the scale was 5.75.

Intrinsic Motivation

Table 16: Students' Perceptions of their Intrinsic Motivation in the Course



Participants motivation to learn in a course can be intrinsic (fueled by curiosity and mastery of a subject) or extrinsic (fueled by grades and evaluations). Participants' intrinsic motivation was measured using a portion of the *Motivated Strategies for Learning Questionnaire* (Pintrich, Smith, Garcia, & McKeachie, 1991). This measure contains four questions with response options ranging from (1) *not true of me at all* to (7) *very true of me*. In this assessment, the alpha reliability was .81 indicating high internal consistency.

When the participants' responses to each of the four questions were averaged into a single response measuring intrinsic motivation, 52% of participants reporting high levels of intrinsic motivation in the course. Based on the results, more than half of participants reported that their motivation to do well stems from the satisfaction they get from learning the material, their curiosity about the subject, and their desire to master specific types of art, writing, etc.

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- Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A manual for the use of the motivated strategies for learning questionnaire*. Washington, DC: Office of Educational Research and Improvement.
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Appendix A Survey Questions

This study examines student experiences and feelings about their general education courses in the following fields: ART, DANCE, ENGLISH, FILM, MUSIC, THEATER ARTS, PHOTOGRAPHY AND RADIO/TV. Your answers to the following questions will remain confidential. No faculty or staff will ever see your individual responses.

Please select the general education course you are currently enrolled in from the list below. If you are currently enrolled in more than one of these courses, please select the one you most recently attended before taking this survey.

Select from dropdown menu here

Directions: When answering the following questions, please think about the General Education course you selected on the previous page.

How many events (e.g., art exhibitions, poetry readings, museums, dance or music recitals, concerts, etc.) did you attend because of this class?

- 0-2 events
- 3-5 events
- 6-9 events
- 10 or more events

How many events were you involved in (e.g., performances, compositions, creation of a piece of art work for an event, etc.) because of this class?

- 0-2 events
- 3-5 events
- 6-9 events
- 10 or more events

Did your experiences in this course lead you to join a club?

- Yes
- No

You indicated "Yes." In the box provided, please type which club you joined because of your experiences in this course:

Directions: Please indicate how frequently you perform each of these behaviors in the General Education course you selected at the beginning of the survey.

Never= 0 Rarely= 1 Occasionally= 2 Often= 3 Very Often= 4

- _____ 1. I like to talk about what I'm doing in this class with friends and family.
- _____ 2. I explain this course's content to other students.
- _____ 3. I think about this course's content outside the class.
- _____ 4. I see connections between this course's content and my career goals.
- _____ 5. I review this course's content.
- _____ 6. I compare the information from this class with other things I have learned.
- _____ 7. I feel I have learned a lot in this class.

Directions: For the following questions, please think about the General Education course you selected above. Please click on the bubble toward the word that best represents your feelings toward this course. The closer the bubble is to the item/adjective, the more you feel that way.

I feel the class' content is:

Bad	1	2	3	4	5	6	7	Good
Valuable	1	2	3	4	5	6	7	Worthless
Unfair	1	2	3	4	5	6	7	Fair
Positive	1	2	3	4	5	6	7	Negative

My likelihood of taking future courses in this content area is:

Unlikely	1	2	3	4	5	6	7	Likely
Possible	1	2	3	4	5	6	7	Impossible
Improbably	1	2	3	4	5	6	7	Probably
Would	1	2	3	4	5	6	7	Would not

My likelihood of going to future performances or exhibitions because of taking this course is:

Unlikely	1	2	3	4	5	6	7	Likely
Possible	1	2	3	4	5	6	7	Impossible
Improbably	1	2	3	4	5	6	7	Probably
Would	1	2	3	4	5	6	7	Would not

Directions: The following questions ask you about your motivation in and attitudes about the General Education class you selected above. Use the scale below to answer the questions.

	Not at all true of me					Very true of me	
In a class like this, I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5	6	7
I think I will be able to use what I learn in this course in other courses.	1	2	3	4	5	6	7
It is important for me to learn the course material in this class.	1	2	3	4	5	6	7
I am very interested in the content area of this course.	1	2	3	4	5	6	7
I think the course material in this class is useful for me to learn.	1	2	3	4	5	6	7
I like the subject matter of this course.	1	2	3	4	5	6	7
Understanding the subject matter of this course is very important to me.	1	2	3	4	5	6	7

Directions: The following questions contain areas where you can provide additional written feedback. Please think about the General Education course you selected at the beginning of the survey when answering these questions.

Did this General Education Course meet your expectations? In the box below, please describe why you think this course met or did not meet your expectations.

Do you feel like you are able to do your best in this course?

- Yes
- No

What aspects were the most supportive for your success in this course? Mark all boxes that apply.

- My employer is flexible
- My family is supportive
- Help from the instructor when I was struggling with an aspect of the course
- Consistent feedback from the instructor
- The classroom was well-equipped and well maintained
- There was adequate access to campus resources for my coursework
- Courses were offered at times that fit my schedule
- Other

What may have interfered with you doing your best in this course? Mark all boxes that apply.

- A part-time or full-time job
- Family issues
- Trouble getting to and from school
- Lack of help from the instructor when I was struggling with an aspect of the course
- Lack of feedback from the instructor
- Interruptions in classroom resources
- Lack of access to facilities, labs, instructional assistants
- Course
- offering schedule
- Other

If you would like to further explain why you were or were not able to do your best in this course, please use the following box to do so.

Has this general education course influenced your view of yourself?

- Yes
- No

If you answered yes to this question, please explain how this course has influenced your view of self.

Has this general education course influenced your view of others?

- Yes
- No

If you answered yes to this question, please explain how this course has influenced your view of others.

Other than the skills directly related to your coursework, what other skills (if any) do you feel like you developed in this general education course? Please mark all that apply.

- Skill in analyzing information (Critical thinking)
- Problem solving skills (critical thinking)
- Teamwork skills
- Interpersonal Communication Skills
- Writing Skills
- Emotional wellness
- Physical wellness
- Professional Skills
- Tolerance Skills
- Organizational skills
- Technical Skills
- Other

Have you ever taken a course in Art, English, Film, Music, Photography, Theater Arts or Radio/TV in a semester before the course you are currently enrolled in?

- Yes
- No

Directions: Finally, please let us know a little about yourself and your future.

How many semesters have you been attending community college for?

- 1
- 2
- 3
- 4
- 5
- 6
- More

What grade do you expect to receive in this course?

- A
- B
- C
- D
- F

Do you plan on becoming a major in the department of the General Education course you have discussed in this survey?

- Yes
- No
- Undecided

Do you plan to transfer to a four-year University following your completion of courses at Long Beach City College?

- Yes
- No
- Undecided

Thank you for completing the survey! To be entered to win 1 of 3 Barnes and Noble Nooks, please type your student ID number in the box below. If you win, you will be notified on April 29, 2014, the day after the survey closes. You will be contacted via email to pick up your prize from the T Building on the LAC campus. Your student ID number will only be used to pick the winners of the gift cards. It is in no way associated with your responses to this survey.

Student ID Number:

Appendix B
Courses Included in the Assessment

<p>Art 1: Art and Civilization Art 10: Art Appreciation Art 15: Beginning Drawing Art 23: Beginning Painting Art 24: Watercolor, Beginning Art 2H: Honors Art and Civilization Art 3: Modern and Contemporary Art Art 30: Fundamentals of Art/Volume, Plane, Form Art 31: Fundamentals of Art/Composition & Color Art 35: Jewelry//Metalsmithing 1 Art 43: Beginning Website Design Art 5: History of Asian Art Art 51: Ceramics I Art 70: Printmaking, Silkscreen Art 71: Printmaking, Intaglio Art 50: Ceramics I Art 60: Beginning Sculpture Art 80: Elements of Photography Dance 14: Modern Dance 1 Dance 17: Modern Dance 4 Dance 18B: Folk and Ethnic Dance- Belly Dance Dance 20: Jazz Dance 1 Dance 21: Jazz Dance 2 Dance 32: Choreography 2 Dance 33: Dance Choreography Workshop</p>	<p>Dance 41/1: Dance Performance Dance 41/2: Dance Performance Dance 41/3: Dance Performance Dance 41AD: Dance Performance English 2: Introduction to Literature/Composition English 26: Creative Writing 1 English 33: Mythology English 42: American Literature II English 43B: Introduction to Shakespeare English 45: World Literature II English 47: Survey of British Literature II Film 1: Introduction to Film Studies Music 6: Introduction to Music Theory Music 16: Musicianship IV Music 31: Music Fundamentals Music32: History of Jazz Music 33B: Intercultural Music Music 35: Music of Multicultural America Music 40: Appreciation of Music Music 89: History of Rock R_TV1: Introduction to Broadcasting Tart 1: Acting 1 - Introduction to Acting Tart 1B: Acting 1 - Movement Tart 2C: Acting 2 – Movement, Mime, Mask Tart 25: Introduction to Theater</p>
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Appendix C Email to Faculty

Hello,

You are receiving this email because you teach one or more sections of _____, one of ___ number of courses that currently maps to the General Education Outcome of Aesthetics and Creativity at LBCC.

Based on the current schedule of assessment for our college's GEOs, the GEO that must be assessed this year in order to meet our goals for accreditation is Aesthetics and Creativity.

To yield useful information in a timely manner for our June 1st accreditation report, Kristin Beeler (Professor, Visual and Media Arts/ASLO Subcommittee member) and myself (Educational Assessment Research Analyst) **have created an online survey** which will be emailed directly to all students enrolled in all sections of all the courses that map to the Aesthetics and Creativity GEO.

The Aesthetics and Creativity GEO is defined as: The ability to appreciate a range of cultural expression, including art, music, dance, theater, literature, and film, as well as the ability to generate useful and original ideas (for a detailed breakdown, please see the attached document).

The survey itself then, is meant to measure students' perceptions of their experiences in the courses that were mapped to this GEO. The survey contains measures previously used in published academic research to measure students' perceptions of their cognitive learning in the course, attitudes toward course content, etc... and should only take students **about 15 minutes to complete. None of the questions on this survey pertain to the instructor of the course.** Survey results will in no way be associated with any instructors and only aggregate data will be used in the reports I create. When I am done analyzing the results, all faculty included in this email will get a copy of the results report before it is submitted to accreditation.

Furthermore, as we develop this method of assessment, we also plan to create a similar survey for faculty, so that both students and faculty have an opportunity to discuss their experiences.

If you would like to examine the survey, please follow this link:

(Insert survey link here)

Kristin and I are asking that you please encourage your students to take this survey. The survey will be sent to the emails that the students have on file with the college on Monday, April 14th. They will have until Monday, April 28th to take this survey. All faculty in this email will be bcc'ed in the email sent out to students on April 14th. The only incentive students have to take the survey is that they will be entered for a chance to win 1 of 10 \$10 gift cards to Starbucks, Jack in the Box, or Subway.

Please contact me with any questions you may have.

Best,

Jennifer Holmgren

Appendix D
Email to Students Enrolled in Courses Mapped to the GEO

Hello!

My name is Jennifer Holmgren and I'm a research analyst in the Department of Institutional Effectiveness at LBCC. You are receiving this email because you are currently enrolled in an **ART, DANCE, ENGLISH, FILM, MUSIC, THEATRE ARTS, PHOTOGRAPHY, OR RADIO/TV** General Education course. Currently, I am conducting a study to discover more about student experiences and feelings about the courses in the above subject areas. I wanted to inform you of an opportunity to participate in this study.

Your participation in this study is completely voluntary. If you choose to participate, you do not have to provide any identifying information (e.g., name, email, student ID number, etc.). However, if you complete the survey, you will be redirected to a different survey page and **have the opportunity to win one of three Barnes and Noble Nook HD 7" tablets (wi-fi capable, thousands of apps, movies, tv shows, and books available online!)** by providing us with your email. The information you provide in this study will remain confidential. No faculty or staff will **ever** see your individual responses.

The survey will take approximately 15 minutes to complete. Please read and answer the questions thoroughly. The information you provide in this study will be used to improve these subject areas at LBCC.

If you have any questions or concerns, please contact the researcher at jholmgren@lbcc.edu.

To participate in this study, please click the link below:

(Insert survey link here)

Best,

Jennifer Holmgren, M. A.
Education Assessment Research Analyst
Long Beach City College
4901 E Carson Street
Long Beach, CA 90808
562-938-4454

Appendix E
Definitions of Categories and Examples for RQ1a
How Course Changed Students' Views of Self

Category	Definition	N	Examples
Improved Skill	The student perceived that his/her art, writing, etc. skills improved in the course or that he/she grew creatively.	21	<ul style="list-style-type: none"> - This course helps me take photography better. - I have a love for literature and poetry, but this class has taught me how to pay attention to detail with a close eye. - I'm more proficient in things than before - It has helped me improve my artistic aspect. - I have explored a new side of my creative abilities that has helped shape the way I think about my art. - I've always taken art and have always done what the instructor wanted me to do but in this class, while I am given guidelines and an assignment, I've been able to pursue art that more authentically comes from me. I've seen myself grow creatively.
Inspired to go further in a related field	Because of his/her enrollment in the course the student was inspired to major in the field of the course, is considering pursuing a career in the field of the course, or the course reinforced the student's chosen career path.	16	<ul style="list-style-type: none"> - This course made me want to pursue theatre and is now my major. - Has made me realize that i really enjoy music and might want to major in that. - I took a theatre course last semester (Modern Arts of Man) and it inspired me to investigate this major. Now I feel this course is a motivator to get started on this major and that makes me feel happy as an individual. - It has helped me understand and know what I want for myself in terms of a career. - It has helped me to think about what path I want to go in my art. - It influenced me because it made me realize that I wanted to become a dancer.
Gained knowledge about aspects of the field	The student indicated that he/she learned new concepts because of the course or learned content that he/she can apply to aspects of his/her life outside of the course.	20	<ul style="list-style-type: none"> - I feel empowered because I know more about the subject. I now have a better understanding of the tradition of Jazz, its cultural underpinnings, influence on other genres of art, politics, and history. - This course influenced the view of myself because know I have the criteria to identify different genres of music - It has opened my eyes to the world of music and the theory behind all those who are in the industry. - I answered yes because I am now able to analyze a film when I am watching it. I can write about it and provide great details. I like being able to explain something it makes me feel like I am the smart person I always thought I was. - Learned more of history of jazz. - When I think of music now I try to understand how it evolved from just simple aspects and simple instruments.
Gained self-confidence	The student gained confidence in him/herself or realized that he/she can achieve his/her dreams, or do what he/she sets his/her mind to.	28	<ul style="list-style-type: none"> - The course has made me more confident in my skills. - I feel a little more secure about my creative abilities. - I feel more confident as a student. - I have learned that I can create a more abstract form of art and this class has given me more confidence to achieve that. - Well, my favorite part was ancient Greece and how the females don't have to be bone thin to be able to look great. It helped me because I've always struggled with weight management. - This course has made me more confident and helped me understand the business I'm entering.
Gained self-knowledge	The student realized his/her strengths or weaknesses, realized a passion or appreciation for the field of the course, gained insight into his/herself, or realized how creative he/she is. The course changed the student's perspective on course topics, changed the student's worldview, or altered the student's self-definition.	73	<ul style="list-style-type: none"> - It stretched my thinking of the world. Helping analyze my life and the things that are going on it. - With the knowledge I have received in this class, I see myself as more of a musician more than ever. - It was mind blowing to me how much I did not know about mythology when I thought I did know the subject. - It is expanding my views on different subject matter and challenging me to view the world in new, interesting ways, which then allows me to see myself from these new perspectives. - I realized that I could learn music and instrument. - I find that I am more aware and artistic than I thought I was.

Category	Definition	N	Examples
Increased motivation/determination	The student became more motivated and determined to accomplish goals or realized that he/she can overcome difficult tasks if he/she is determined.	19	<ul style="list-style-type: none"> - <i>It's just taught me to keep on trying, not to give up no matter his difficult it may be.</i> - <i>I have been able to understand what it means to be a choreographer and what it feels like to work towards a goal, actually strive for it and accomplish it as well.</i> - <i>It showed me I have the potential to over come difficult tasks when I try and challenge myself.</i> - <i>It has influenced me in many ways and one way is to actually challenge myself, give myself a try to learn an instrument. Dedication and determination can take me a long way.</i> - <i>It made me realize if you're passionate about something, and you work towards that being your job then it is worth all the time, pain, and effort.</i> - <i>I didn't think I could pursue filmmaking or editing and it's something I've always loved but hearing about the professor's experience and expertise in this industry makes me feel a lot more motivated.</i>
Unique response	The response did not fit into any of the categories.	6	<ul style="list-style-type: none"> - <i>I became more competitive with the other students through my artwork.</i> - <i>Fun to learn something else.</i> - <i>I always dance to different music to see how my body would react to that specific sound and sometimes i am able to express my feelings.</i> - <i>It just thought me that everyone can go back to school when ever and just brush up on their skills refine them.</i> - <i>I've learned so much about the open mindedness other of students and got to witness firsthand some of the raw talent brewing on campus.</i> - <i>Some of the reading made me think to myself.</i>
Students' View of Self Changed in a Negative Way	Students' perceived that the course changed their view of themselves in a negative way.	3	<ul style="list-style-type: none"> - <i>I hadn't realize, apparently, how completely useless my work is.</i> - <i>It makes me feel that I am not as smart as I want to believe I am.</i> - <i>Because of my performance in the class (not so good), I am less confident of my ability as an artist.</i>

Appendix F
Definitions of Categories and Examples for RQ1b
How Course Changed Students' Views of Others

Category	Definition	N	Examples
Changed student beliefs about or attitudes toward peers (positive view change)	The student's attitudes or beliefs about other students changed.	50	<ul style="list-style-type: none"> - Taught me that all people are at a different level than others and that everyone has their own way of learning. - It shows that many people think differently and have different views of variant situations, especially when analyzing literature. - It allowed me to see the talent everyone else withholds. - Ability to appreciate art made at different skill levels. - It let me know that even though some just took the class for credits, they seemed genuinely interested in learning everything. They didn't really take the class for granted. - People aren't as bad as I think they are, they can be really caring and helpful.
Increased respect/appreciation for individuals (positive view change)	The student gained a greater appreciation or respect for individuals who work in the fields of the course he/she was enrolled in or of others' perspectives.	26	<ul style="list-style-type: none"> - I have been able to see film more as an art form, and I definitely have a lot more respect for everyone working in within the industry. - This class helped me realize all the hard work dancers go through. - My view of filmmakers has dramatically skyrocketed because of FILM 1. Before, I only focused on the actors and directors. Now I acknowledge majority of the cast and crew members on each film particularly editors, cinematographers, production designers, etc. - I have a greater appreciation for musicians. - I've learned to appreciate others definitions of art. - The course has helped me to appreciate other's perspective and allowed me to obtain new understanding.
Increased respect/understanding of other cultures/fields (positive view change)	The student developed more respect or understanding of other cultures or the field related to the course he/she was enrolled in.	20	<ul style="list-style-type: none"> - Helps me feel better about different cultures as we view films from different countries. - Specifically African Americans. This course helped me to understand where people came from, the struggles they went through in order for all of us to have freedom and equality in America. - When we watched the film Ghandi, I became more educated on the conflicts of religion and politics. - Definitely! My view of different cultures and ethnicity's is just beautiful. - It helps give an understanding of other people's cultures. - It influenced my view of the media.
Unique response (positive view change)	The response did not fit into any of the categories.	15	<ul style="list-style-type: none"> - Yes, I learned to work well with others. - The course has allowed me to learn more than what's in the book in my other classes. - Yes it does because it helped me to realize that life is important to you even it does take time and century to work hard but it will pay off at the end. - I can be in contact with many people learn new things always. - From my perspective, I've noticed that people that are really passionate about this course are treated like family. - I have Social Anxiety, through this course I've built bonds and am not afraid to speak.
Gained a negative view of peers (negative view change)	The student developed negative views of his/her peers or his/her negative views were reinforced because of the course.	7	<ul style="list-style-type: none"> - Reminder that the students that are just taking for GE are incredible careless, and disrespectful. - Some people aren't ready for college. - Others do not always have dance on their list as their number one priority, and when you have partners do not count on them unless dance is their priority. - Some students just never grow up. - People come off as very rude and self-absorbed when they dismiss the importance of material about which somebody else cares very much. - 'Others' as in my classmates in the class (Film 1) who have a better understanding of the material presented and don't leave room for outside opinions.
Unique response (negative view change)	The response did not fit into any of the categories.	5	<ul style="list-style-type: none"> - If a teacher's having a bad day.....stay out of the way. - It has reinforced the notion that liberals make decisions based mostly on emotion rather than logic. - I have realized that fans of abstract expressionism and color field works are as dumb and vacuous as I had previously thought they were. - People are the same everywhere you go. They are ungrateful, spoiled, and heartless. Especially city college instructors. -I'm highly cynical of humanity.

Appendix G
Definitions of Categories and Examples for RQ 4b
Reasons Why Student Expectations Were or Were Not Met for the Course

Category	Definition	N	Examples
The content of the course met expectations	The course content aligned with what the student expected to learn, matched the syllabus/course catalog description, could be applied to future courses/career, was fun to learn, was interesting, was easy to understand, or was relatable. The student expected to learn a lot and did learn a lot.	166	<ul style="list-style-type: none"> - Yes, The course description is exactly what the class claims to be. - I think this course meet my expectations very well because the professor is really teaching us what he wrote on the syllabus and we're really learning about all the different styles of music in the US. - Yes it did. I have learned all about how to position the camera to how to find the symbolism in movies. This class also gave me new vocabulary for me to us. - The course met my expectations in terms of learning something new. I also got to experience a broader view of what I would have never seen. - Yes, this course taught me some very good information on how to become a professional and also opened my eyes to new techniques and concepts. - This course did meet my expectations as it has been just like I predicted it would be before starting.
The instructor's personality/qualities met expectations	The course met expectations because the instructor was excellent, was approachable, or gave feedback/critiqued assignments.	25	<ul style="list-style-type: none"> - Yes she makes this class very fun but at the same time we learn new things. - I'm confident that I am learning from one of the best Professors in the college - Yes! The teacher provides us with a lot of material to help us succeed, he make great efforts to make it as interesting as possible. I selected the class for the lack of knowledge I had in music and although it is challenging I do appreciate and glad I took the course. - This course has met my expectations. My instructor is very passionate about her job and it completely shows. She's constantly encouraging her students to work hard because she believes what we're capable of as young and emerging artists. - This course definitely met my expectations. My teacher is awesome and he keeps learning interesting. - This course definitely met my expectations. The instructor, did a great job of sparking my interest and informing me of all the caveats in this field.
The course improved students' skills and abilities	The course improved students' skills and abilities in the content area or in critical thinking.	31	<ul style="list-style-type: none"> - Yes it did meet my expectations because the course helped me learn the fundamental methods of honing my skills, and it did help successfully. - This course has met my expectations by helping me regain the experience for performing and it's letting me know how far I could go as a dancer as I try to become more and more confident. - Yes it did. I learned a lot of new things i wanted to learn that helped me become a better drawer/artist. - Yes. I love watching films so I was able to relate and analyze this subject much more closely. - Yes it did because it my skills more better. - I do believe this course did meet my expectations. I did not have much drawing experience prior, and I have gradually progressed as we have progressed in class.
The course changed students' attitudes and/or beliefs	Students' beliefs or attitudes changed because of the course.	31	<ul style="list-style-type: none"> - This course did meet my expectations and more I really enjoy it, it opens my curiosity more and it is very entertaining. - Yes, it has motivated to look deeper into the events we have been studying. - This course engaged a part of me that I didn't know about, art is all over us and the history it's great to become educated about it. I expected art 1 to be only ancient art. But this class showed me that art is highly related to the ancient gods. - This course has meet my expectations as it has given me a good understanding of how to appreciate music in it entirety, in stead of just listening to the lyrics. - Yes it did, I was able to watch some my favorite films while looking at it with a new perspective. - For the most part it did. I understood the importance Of art and music in history.

Category	Definition	N	Examples
The course met expectations but no explanation was provided	The student did not specify why the course met his/her expectations.	32	<ul style="list-style-type: none"> - <i>It met my expectations.</i> - <i>Yes it did.</i> - <i>yes. it did. this course will help to complete my GE.</i> - <i>Yes.</i> - <i>It meet all my expectations.</i> - <i>Yes it did as still continues to meet my expectations.</i>
Unique response (met expectations)	The response did not fit into any of the categories.	5	<ul style="list-style-type: none"> - <i>This course met my expectations because i like that our assignments are constructed in a way that help us with understanding the next assignment and so on.</i> - <i>Yes it is a very easy going class.</i> - <i>The class had course notes and materials available online, externally, which made it great to download and focus on listening and asking questions rather than worrying about writing down content and not absorbing the in class discussion.</i> - <i>I got to be with other and younger artist as we both did our work.</i> - <i>Yes. Being surrounded by other creative individuals is a great way to learn.</i>
The course exceeded expectations because of the instructor's qualities	The instructor's qualities exceeded students' expectations for the course.	7	<ul style="list-style-type: none"> - <i>It exceeded my expectations and my teacher explains it in a way that it's easy to understand.</i> - <i>It absolutely exceeded my expectations. My instructor is excellent and his input is invaluable.</i> - <i>It exceeded my expectations. I was ready to be bored to death, but it is actually the opposite. I love the course and the instructor is fantastic.</i> - <i>This course went beyond my expectations, I learned a lot and I think it has to do a lot with the professor.</i> - <i>It definitely met my expectations and more. My teacher is wonderful and makes sure her students understand the course.</i> - <i>Exceeded expectations. The instructor is enthusiastic and knowledgeable.</i>
The course exceeded expectations because the student learned more than he/she expected	The student learned more than he/she expected.	28	<ul style="list-style-type: none"> - <i>FILM 1 has exceeded my expectations. I enjoy this course very much simply because I am learning so much from it. I look at films/movies at a different perspective now.</i> - <i>It did because I'm learning much more than I ever expected to.</i> - <i>No, it went above and beyond them! I never knew I could learn this much about sculpture! This class is too perfect for words!</i> - <i>I believe this course did meet my expectations. For a beginning drawing class it has gone above and beyond my general expectations of what I would be doing in the class as well as improved my art as a whole.</i> - <i>More than met my expectations. I have learned more than possible.</i> - <i>This class actually passed my expectations. I thought I was just going to watch movies and write about them not analyze specific details like editing, misenscene, etc.</i>
The course was more enjoyable/interesting than expected	The course was more interesting, fun, enjoyable, or challenging than expected.	9	<ul style="list-style-type: none"> - <i>Absolutely. It exceeded them actually. I was expecting boring texts and difficult writing assignments. What I received was lively discussion, interesting texts and writing assignments that I actually enjoyed.</i> - <i>It exceeded than my expectations because It was more intriguing than I thought it would. I enjoy taking the class and look forward to it as I learn almost effortlessly. It's a fun class overall.</i> - <i>Yes, this course did meet my expectations and more. I expected to learn basic functions of photography and I did. Also, the projects assigned challenged me to be more creative.</i> - <i>The course met my expectations and more. It has an educational, but still fun environment to learn in.</i> - <i>This course exceeded my expectations. It is way more interesting than I had expected, and even though the class is early in the morning I still enjoy attending and never want to miss a class.</i> - <i>This general education course exceeded my expectations because although it isn't as easy as I thought it would be, it also isn't as boring as I thought it would be either.</i>
The course exceeded student expectations but no explanation was provided	The student did not specify why the course exceeded his/her expectations.	16	<ul style="list-style-type: none"> - <i>The course did in fact meet my expectations and some.</i> - <i>Greatly exceeded what I expected at a community college level.</i> - <i>It went well beyond my expectations.</i> - <i>It met and surpassed my expectations.</i> - <i>Yes, it went better than I expected!</i> - <i>No. It was even better than my expectations.</i>

Category	Definition	N	Examples
Unique response (exceeded expectations)	The response did not fit into any of the categories.	3	<ul style="list-style-type: none"> - I look at films/movies at a different perspective now. - This course actually exceeded my expectations because I am constantly pushed to the boundaries that i never thought I had the capability to overcome. - This course did not meet my expectations. For most online course teachers will give you more work and make you interact with other students in the course of the week then you might ever actually have to at school. They seem to try to compensate but this course didn't feel like that at all. The book is great and the online features are amazing. I can quiz myself on the chapter, review the outline and most fun have a playlist selected! This course over exceeded my expectation of the class.
The course did not meet expectations because of instructor qualities	The instructor was perceived as indolent, incompetent, or rude.	22	<ul style="list-style-type: none"> - This did not meet my expectations; however, it was not due to the course material or subject matter. Rather, it was my professor who often spoke so fast and lost focus which caused me to be thrown off as well. - It didn't meet my expectations because my professor is rude and doesn't explain things thoroughly. - No, the whole class is lecture. There was supposed to be discussion involved but that rarely occurs. Having an instructor read a PowerPoint for three hours makes any material hard. - The instructor for this course does not follow up on assignments and does not grade turned in assignments on time. I do like the movies assigned to watch. - The course did not meet my expectations. The instructor was unprepared and unengaging from the start. There was no strategic order to her teaching style. As the weeks went on she has done lot to try to better the class, but the foundation of class is not there. - This course, as it seems to me, isn't really constructed for beginners to the subject. I was chastised for my projects and not really given an opportunity to discover my own ecstatic.
The course did not meet expectations because of unexpected topics or activities in the class	The course focused on different topics than the student expected.	15	<ul style="list-style-type: none"> - I expected to have to write about films, which I do, but I thought they would be more extensive writing. - I enjoyed taking the belly dance class, but the way things are taught can be a lot better and have choreography involved. - I was expecting a more now a day relevance approach in this class Instead it was strictly textbook which made the course boring. - I thought this class was going to be more involved with the subjects we are learning in class. However, class is all lecture and not hands on. - The course has not met my own expectations, I thought the class would move much faster from the Romantic writers up to the Modern writers much more quickly. - I feel that this class could have spent more time exploring more the artists in the eras we studied opposed to the popular artists or bands taking most of the attention.
Unique response (did not meet expectations)	The response did not fit into any of the categories.	13	<ul style="list-style-type: none"> - Using moodle was a new experience. Class assignments took a bit to get loaded. Tests are not given in a manner that I can go back and check my work, if you press the down arrow to scroll down answer changed. Overall unhappy with site. - No, unfortunately. The television production class does not have current equipment that is used in the latest studios. We were assigned a production project. - It did not, there were time constraints in class that made it very unengaging. - No, it didn't meet my expectations because this is something I'm not interested in. - I thought it would be a little bit more fun. - First off it was an online class. Should the class have more lecture time like the on campus class? I had to go to outside sources to sort of figure out what the book was saying. I don't know what to ask the instructor for help with.

Category	Definition	N	Examples
<p>Mixed response (in some ways the course met expectations, in other ways it did not)</p>	<p>The course met expectations in some ways, but not in others.</p>	<p>13</p>	<ul style="list-style-type: none"> - I believe the Art 3 class did meet my expectations in covering a wide range of art genres. However, I would have been more satisfied to learn about African and Eastern art, and its influence to the West. - This general course somewhat met my expectations. I feel like it is not a beginner's class. It is a very fast class. - This course has taught me more mentally than I expected, but the physical challenges are lacking. With this and the other dance class I am in I feel like I am not being pushed to my limit. - It did. Although I expected less of the technical into music reading. Not everyone in the class can read music or even understand the basics of scales, notes etc. Some students look lost. - It gave me a brief overview of the technical aspects of the film industry which was expected. The teacher is very liberal and let it be known which was annoying. - Yes, it has met my expectations. I have learned so many new techniques in a way that makes sense. I have also learned new ways of creating ideas before executing my artwork. I've learned so much about using certain tools and materials so that I now feel confident in using them again. The only part of this course that did not meet my expectations is the amount of mandatory outside class time that I need to put in.