

**Course Assessment Report**  
**Washtenaw Community College**

| Discipline                                 | Course Number | Title   |
|--|---------------|---|
| Art  | 101           | ART 101 03/17/2017-<br>Introduction to Studio Art |
| Division                                   | Department    | Faculty Preparer                                  |
| Humanities, Social and Behavioral Sciences | Humanities    | Belinda McGuire                                   |
| Date of Last Filed Assessment Report       |               |   |

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Develop skills in handling simple art materials.

- Assessment Plan
  - Assessment Tool: portfolio of artwork
  - Assessment Date: Winter 2012
  - Course section(s)/other population: all students from all sections
  - Number students to be assessed: approximately 160
  - How the assessment will be scored: The artwork will be scored using the attached rubric and scoring guide.
  - Standard of success to be used for this assessment: 66% of the students will achieve at an average of 3.0 or above on all outcomes.
  - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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) |
|-----------------------------|-------------------------------|------------------------------|
|                             | 2015                          |                              |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 83                     | 35                     |

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.

Assessed a random sampling of all students who completed the course.

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.

ART 101 is taught on-campus in a face-to-face mode.

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

Students completed a pre-draw before any instruction for the course was given. Students completed a post-draw during the last week of the semester. Both the pre- and post- drawings were completed during a 45 minute set time. Three internal instructors (2 part – time, 1 full-time) met and used a department-developed rubric to score the skill development in the drawings.

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

Out of the total sample of student work scored, 84% was the average score, scoring above 70% (3.5) or higher for Outcome #1. Out of the 35 sample student works, 29 (83%) of those scored above 70% for learning outcome #1.

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

Due to the broad language used for this outcome, the assessment team agreed that it would be more accurate to assess objectives that align with Outcome #1. The results are as follows:

OBJECTIVE 1: Develop control of simple drawing materials with a pencil. Emphasis is placed on control of weight of line and tone, developing a range in each from light to dark. Emphasis is also placed on using the material to bring the white of page alive.

RESULTS: 100% of students assessed scored above 70%. All students developed control of simple drawing materials with pencil, used line weight and tone while activating the white area of the paper.

OBJECTIVE 2: Acquire and employ concept of making simple volume on page.

RESULTS: 96% of students assessed scored above 70% with this objective. 32 students acquired the skills needed to make simple volume on page.

OBJECTIVE 4: Develop concept of figure/ground relationships.

RESULTS: 57% of students assessed scored above 70% with this objective. 19 students created figure/ground relationships in their post drawing. This objective requires more than one shape to exist on the page. One-half of the pre- and post-drawings submitted were studies of one object on the page.

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 with the nature of drawing, students will continue to benefit from the practice of observational drawing. However, the drawing component is explored for ¼ of the semester, as this course exists as an art studio survey-based course.

Outcome 2: Acquire and employ basic concepts germane to two-dimensional art.

- Assessment Plan
  - Assessment Tool: portfolio of artwork
  - Assessment Date: Fall 2006
  - Course section(s)/other population: all students from of all sections
  - Number students to be assessed: 160
  - How the assessment will be scored: Portfolio will be scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 66% of the students will achieve at an average of 3 or above on all outcomes.

- Who will score and analyze the data: Departmental faculty will score and analyze the data.

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) |
|-----------------------------|-------------------------------|------------------------------|
|                             | 2015                          |                              |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 83                     | 35                     |

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.

Assessed a random sampling of all students who completed the course.

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.

A random sampling of students from all 5 sections during Winter 2015 were assessed at this time.

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

Students completed a pre-draw before any instruction for the course was given. Students completed a post-draw during the last week of the semester. Three internal instructors (2 part-time, 1 full-time) met and used a department developed rubric to score the skill development in the drawings.

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  
 Out of the total sample of student work scored, 81% was the average score, scoring above 70% (3.5) or higher for Outcome #2. Out of the 35 sample student works, 26 (74%) of those scored above 70% for learning outcome #2.

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

Due to the broad language used for this outcome, the assessment team agreed that it would be more accurate to assess objectives that align with Outcome #2. The results are as follows:

OBJECTIVE 3: Acquire and employ concept of making space on page.

RESULTS: 94% of students assessed scored above 70% with this objective. 32 students were able to illustrate space on the page through drawing. This objective requires students to include one or more shapes on the page.

OBJECTIVE 6: Develop understanding of composition: how placement of elements of image creates movement on the two dimensional page.

RESULTS: 86% of students assessed scored above 70% with this objective. 21 students organized their composition on the page to suggest movement in the final image.

OBJECTIVE 8: Develop commitment to project or image at hand. Emphasis on pushing image to furthest possible limits.

RESULTS: 62% of students assessed scored above 70% with this objective. 21 students demonstrated the skill set needed to push the image to its final limits. This requires the maturity to work the entire page quickly, as the pre- and post-test were completed during a scheduled time. One-half of the pre- and post-assessments submitted were drawing exercises based on the study of one object.

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.

Due to the results from the outcome, the students would continue to benefit from the practice of observational drawing, as developing drawing skills requires constant study over time.

Having students complete post –draw assessments at the end of this subject area (rather than the end of the semester) could motivate students and improve student success.

## II. Course Summary and Action Plans Based on Assessment Results

1. 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 survey course introduces students to the other course offerings in the Art Discipline and drawing is one of the four components explored. Pre and post drawings may not be the most accurate assessment tool to measure. All faculty (part-time, adjunct and full-time) will meet for faculty in-service to discuss future assessment options for the course.

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

Through Art discipline in-service and faculty meetings.

3. Intended Change(s)

| Intended Change      | Description of the change | Rationale | Implementation Date |
|----------------------|---------------------------|-----------|---------------------|
| No changes intended. |                           |           |                     |

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

None

## III. Attached Files

**Faculty/Preparer:** Belinda McGuire **Date:** 03/17/2017  
**Department Chair:** Allison Fournier **Date:** 03/17/2017  
**Dean:** Kristin Good **Date:** 03/17/2017  
**Assessment Committee Chair:** Ruth Walsh **Date:** 03/19/2017

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ART101  
 Course Title: Introduction to Studio Art  
 Division/Department Codes: HSS/HUM
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_  
 Winter 2009\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 42/98
  
6. Describe how students were selected for the assessment.  
*All students in all sections offered during term.*

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
*No previous assessment*
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.  
  
*Outcomes one and two were assessed. Outcome 3 would require a written test, which was not administered.*
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**  
  
*Students are not achieving the learning outcomes at the target levels stated in the Master Syllabus.*
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**  
  

|   |  |
|---|--|
| <i>Outcome # 1 66% of students achieving 3.5 or above</i> | <i>9 % of students achieved 3.5 or above</i> |
|   | <i>42% of students achieved 2.5 or above</i> |
| <br>  |  |
| <i>Outcome #2 66% of students achieving 3.5 or above</i>  | <i>32% of students achieved 3.5 or above</i> |
|   | <i>60% of students achieved 2.5 or above</i> |

**COURSE ASSESSMENT REPORT**

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

*Strengths: Students were stronger in outcome #2. In this outcome they were stronger in the control of line or tone—the means of drawing.*

*Weaknesses: Students were weakest in proficiency with the materials—Outcome #1. In Outcome #2 they were weaker in the conceptual portions than in technical portions.*

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

*Instructors will be informed of the results and recommendations made to strengthen the teaching in the area of assessment. See attached scoring report for further reflections on reasons for weaknesses. Consider revising assessment rubric to more accurately reflect nature of course.*

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a.  Outcomes/Assessments on the Master Syllabus

*Change/rationale: Remove outcome #3. Unless a written test is included in curriculum this outcome cannot be assessed.*

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c.  Course pre-requisites on the Master Syllabus

Change/rationale:

- d.  1<sup>st</sup> Day Handouts

*Change/rationale: Include concepts and vocabulary germane to drawing discipline, to make course material explicit.*

- e.  Course assignments

*Change/rationale: In those sections not already using them, include exercises and drills to increase student proficiency.*

- f.  Course materials (check all that apply)

Textbook

Handouts

Other:

- g.  Instructional methods

Change/rationale:

- h.  Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions?

*These actions should be implemented in the next revision of the Master Syllabus, and in the case of course assignments and first day handouts, by the Fall 09 Term.*

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.



**COURSE ASSESSMENT REPORT**

*The assessment tool was relatively effective in measuring student achievement.*

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
*One change will be to be more specific with instructors about the before/after drawings, specifying media, subject and date of "after" drawing (second drawing should be made when drawing unit is completed and not at end of term.)*  
*Consider changing rubric to more accurately reflect the introductory nature of the course. Requirements of rubric may be too stringent for the course.*

- 3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected 1 and 2

If "All", provide the report date for the next full review: Winter

2014 \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes: Not scheduled

**Submitted by:**

|   |   |                            |
|---|---|----------------------------|
| Print: <u>Elaine S. Wilson</u><br>Faculty/Preparer  | Signature <u><i>Elaine S. Wilson</i></u>  | Date: <u>June 18, 2009</u> |
| Print: <u>Paulette Grotrian</u><br>Department Chair | Signature <u><i>Paulette Grotrian</i></u> | Date: <u>Jul 13, 2009</u>  |
| Print: _____<br>Dean/Administrator                  | Signature <u><i>IS Kelly</i></u>          | Date: <u>JUL 14 2009</u>   |