Discipline	Course Number	Title
Art (new)	129	ART 129 12/03/2019-Life Drawing II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Jill Jepsen
Date of Last Filed Assessment Report		

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

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

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Acquire advanced skills in deawing using a variety of drawing media.

- Assessment Plan
    - Assessment Tool: Portfolio of drawings.
    - Assessment Date: Fall 2006
    - Course section(s)/other population: all
    - Number students to be assessed: all
    - How the assessment will be scored:
    - Standard of success to be used for this assessment:
    - Who 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)

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

# of students enrolled	# of students assessed
	4

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.

All students that completed both assignments, did not withdraw, or stop attending the course, completed this assessment.

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.

The student population for this assessment included one afternoon, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For each of the two drawing assignments, a rubric was used to assess control of line and tonal gradients to create convincing, expressive, volumes in space. Skills in 3-4 media are to be explored.

Areas of Assessment for Assignment 1 (line - pencil) included: advanced control of contour line, use of breathing lines to describe interior/exterior edges, and use of cross contour lines to describe the surface of the human figure.

Areas of Assessment for Assignment 2 (value – charcoal and conte') involved advanced control of materials to develop a wide range of values to create convincing volume of the figure placed under a spotlight.

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

Standard of success is 66% of the students must achieve a score of 4 (out of 5) or above for this outcome. There were two assignments assessed and all four students completed both assignments. 100% of students scored a 4 or above for the first assignment. 75% of students scored a 4 or above for the second assignment. 100% of students scored a 4 or above as an average for both assignments. Assignment #1 mean score was 4.65 (93%). Assignment #2 mean score was 4.35 (87%). Average mean for both assignments was 4.5 (90%).

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

With the exception of one assignment, all four students consistently demonstrated control of the graphite and charcoal/conte' stick drawing materials. All students assessed can create volume and draw convincing human figures on paper.

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

The faculty will continue the repetitive practice of using these simple drawing materials in classwork and homework. As a result, these advanced students will continue to master skills such as controlling the weight of line and developing convincing volumes in space.

Outcome 2: Integrate and employ concepts of volume, space, and proportion as they relate to the human figure in its environment.

- Assessment Plan

  o Assessment Tool: Portfolio of drawings.

  o Assessment Date: Fall 2006

  o Course section(s)/other population: all

  o Number students to be assessed: all

  o How the assessment will be scored:

  o Standard of success to be used for this assessment:

  o Who 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)

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

# of students enrolled	# of students assessed
	4

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.

All students that completed the assignment, did not withdraw, or stop attending the course, completed this assessment.

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.

The student population for this assessment included one afternoon, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For the one assignment reviewed, a rubric was used to assess the skill in developing the structural volume of the human figure, by creating balance and proportion of the figure and integrating it in a believable environment for it occupy. Areas of Assessment included the following: advanced knowledge of how to activate the entire page as part of the composition by connecting the figure to the background. Line and value/contrast used to depict convincing volumes and create a visual pathway for the viewer.

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

Standard of success is 66% of the students must achieve a score of 4 (out of 5) or above for this outcome. 75% of students scored a 4 or above for the assignment being assessed. The mean score for this assignment was 4.25 (85%).

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

In one completed drawing, 3 of the 4 students successfully demonstrated the necessary skills to observe and interpret the human form convincingly in a believable space. This drawing involved activating the entire composition,

> advanced skill to make connections between the figure and its environment. Controlling line and tonal gradations (value) created convincing volumes and a visual pathway for the viewer.

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

> The faculty will continue to stress the need to work an entire drawing to create convincing forms in a believable background. This involves maintaining the stamina to complete the drawing. Building up layers of value in both the figure and ground shapes of a drawing will create a convincing environment for the human figure to live in.

Outcome 3: Integrate advanced knowledge of the basic anatomical structures of the human form germane to drawing the figure, into expressive drawings.

- Assessment Plan

    o Assessment Tool: Portfolio of drawings.

    o Assessment Date: Fall 2006

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who 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)

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

# of students enrolled	# of students assessed
	4

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.

All students that completed at least one of the two assignments, did not withdraw or stop attending the course completed this assessment.

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.

The student population for this assessment included one afternoon, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For each of the two drawing assignments, a rubric was used to assess the advanced knowledge of anatomical structures of the human form when drawing expressively.

Areas of Assessment for Assignment 1: Knowledge of the skeletal structure, proportion of body parts and their relationship to the entire figure, movement of the figure and the visible surface of the nude.

Areas of Assessment for Assignment 2: Demonstrate the gesture of the form and knowledge of the volumetric and anatomical structure of the human figure.

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

Standard of success is 66% of the students must achieve a score of 4 (out of 5) or above for this outcome. There were two assignments assessed and all four students completed both assignments. 75% of students scored a 4 or above for the first assignment. 100% of students scored a 4 or above for the second assignment. 75% of students scored a 4 or above as an average for both assignments. Assignment#1 mean score was 4.5(90%). Assignment #2 mean score was 4.58 (91.6%). Average mean for both assignments was 4.54(90.8%).

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

With the exception of one assignment, all four students consistently demonstrated the necessary skills to articulate and describe the structure of the human form. These drawings involved describing the figure's stationary or dynamic pose into basic shapes (ellipses, cylinders). The focus was on describing body parts in proportion while describing the volume of the figure in a specific pose.

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

> The faculty will continue to include timed gestural drawings at the beginning of class time. This involves drawing at a quick pace while developing proportional body parts and volume to the figure. This quick, repetitive practice at the beginning of studio class time helps build awareness and accuracy of the anatomical structures of the human form.

III. Course Summary and Intended Changes Based on Assessment Results

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

> N/A

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

> No. Most students are very successful in meeting the outcomes for this course. Repeating drawing exercises offers many opportunities for improvement and success through practice.
>
> From the assessment results described above, there has been an increased focus on anatomy and the human structure by implementing some text references, online content and resources, and analyzing/drawing the skeleton.
>
> The instruction varies semester by semester. Requiring a course pack or textbook and integrating this content with coursework would provide another means of learning the structure of the human form. This possible requirement will be discussed with current rotating instructors teaching the course.

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

> At department and art discipline area meetings.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date

Assessment Tool	Will gather embedded data from multiple semesters for the next assessment.	The data will present a much broader representation of student success in this course.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Possibly require anatomical drawing textbook and/or course pack as part of the course.	Students will have the opportunity to study and analyze the anatomical structure of the human form in a learning format other than through drawing.	2020

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

I was unable to select Winter 2019 as the assessment data was completed. I added this information in a following answer.

The instructor for this course often changes semester to semester. Future assessment results may vary slightly due to each instructor's requirements, instruction and student drawings submitted for assessment.

Nemanja Rosic gathered the data when he taught the course during Winter 2019. Jill Jepsen completed the assessment.

III. Attached Files

W19- ART 129,ASSESSMENT DATA
W19-ART 129, ASSESSMENT RUBRIC SAMPLES

Faculty/Preparer: Jill Jepsen   **Date:** 12/03/2019
Department Chair: Jill Jepsen   **Date:** 12/05/2019
Dean: Scott Britten **Date:** 12/05/2019
Assessment Committee Chair: Shawn Deron **Date:** 01/27/2020