

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art (new)	121	ART 121 12/16/2019- Ceramics I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Irving Remsen
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: Apply basic hand building and wheel throwing skills.

- Assessment Plan
 - Assessment Tool: Portfolio of photos of ceramic objects
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher

- Who will score and analyze the data: Course instructor

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)
2019		

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

# of students enrolled	# of students assessed
43	30

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.

There were 30 students enrolled for credit in Ceramics I. Out of this group, 28 students finished all seven hand built assignments and were able to produce basic bowl shapes on the potter's wheel.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There were three sections of students who enrolled in Ceramics I. All three sections of this class meet in the same studio and go through all the ceramic processes at the same time. All work that was scored by the instructor was also reviewed the full-time faculty member responsible for this report.

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

Each piece was reviewed and assessed along the following criteria: 1) Did the student follow basic instructions as to the method of construction prescribed? 2) Did the student complete the project through all stages of the ceramic process? 3) How successful is the result? This is a beginning course. These assignments are meant to introduce basic skills to the students. We expect the student to demonstrate a basic understanding of the process, acquire some basic skills and completely finish the piece.

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

These projects were graded on a rubric and the distribution of scores was as follows: 95% = 20 students, 85% = 6 students, 75% = 2 students, 0 = 2 students. Out of the 30 students evaluated, 28 students (93%) scored a 75% or higher. The standard of success was met.

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

Many of my students have not had any art instruction at the college level. I think the course description should include a more detailed description of the activities involved.

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.

I think I should get students drawing images from the first classes. Perhaps a drawing assignment might help.

Outcome 2: Demonstrate the technical aspects and recognize the limitations of ceramic processes.

- Assessment Plan
 - Assessment Tool: Hard slab project
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher
 - Who will score and analyze the data: Course instructor

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)
2019		

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

# of students enrolled	# of students assessed
------------------------	------------------------

43

30

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.

We have a number of students who are auditing 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.

There are three sections for this course. Two of them are taught by the full-time faculty responsible for this report. The third section is taught by a part-time faculty instructor. All the work for this class is done in the same studio at the same time. The full-time faculty responsible for this report was able to assess all student work for this assignment.

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

This is the final hand building assignment. It is the most challenging from an artistic and technical perspective. We are looking for skill development and a greater insight into ceramic art expression.

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

We evaluated 30 students. The scores were as follows: 95% = 23, 85% = 6, 0 = 1.

29/30 students (96.7%) scored a 75% or higher. The standard of success was met.

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

This assignment is working out well. Most students are learning how to transform their ideas into ceramic objects with verve and personality

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.

I think we should try to create a mid-term show/display in the studio. This would affirm the students and their work.

Outcome 2: Demonstrate the technical aspects and recognize the limitations of ceramic processes.

- Assessment Plan
 - Assessment Tool: Outcome-related test questions
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher
 - Who will score and analyze the data: Course instructor

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)
2019		

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

# of students enrolled	# of students assessed
43	30

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.

We have a number of students who are auditing 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.

All students who took the test were included in the assessment.

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

This assessment was based on a series of four take-home tests based on reading assignments in the textbook. All these tests were graded by the instructor

responsible for this assessment. Each of these tests is worth 10 points toward the final grade. So the total value of these tests is 40 points out of 322 for the course. So the scoring rubric is 1-40.

- 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

The distribution of scores is the following: 40 points = 7 students, 39 points = 6 students, 38 points = 8 students, 37 points = 3 students, 36 points = 3 students, 30-32 = 2 students, 25 points = 1 student

Out of 30 students, 29 (96.7%) scored over 75% (30/40 points) on this collection of tests. The standard of success was met.

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

This assignment is working out well. Most students are learning how to transform their ideas into ceramic objects with verve and personality

- 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.

I think we should try to create a mid-term show/display in the studio. This would affirm the students and their work.

Outcome 3: Analyze the relationship between your personal work and the work of a well-known clay artist.

- Assessment Plan
 - Assessment Tool: A drawing and an essay.
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher

- Who will score and analyze the data: Course instructor

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)
2019		

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

# of students enrolled	# of students assessed
43	30

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.

A number of students who enroll in this class are taking it for no credit.

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.

This was a homework assignment. All submissions were graded by the faculty responsible for this assessment.

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

This is an assignment that requires the student to analyze, compare and contrast, two pieces of work. First they have to choose one of their own pieces and then they have to select a piece of work from the textbook or from a class presentation. They are asked to draw an illustration of each piece and then write a short essay. In this essay they are asked to compare and contrast these two pieces, to discuss what they feel is the relationship between these objects.

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
 The distribution of scores was as follows: 95% = 17 students, 85% = 5 Students, 75% = 2 students, 0 = 6 students.
 The results were that 80% of the students (24/30) scored 75% or better. The standard of success was met.

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

This is working out well.

- 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.

This has been successful. I plan to continue this project.

III. Course Summary and Intended Changes Based on Assessment Results

- 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.

There was no previous report

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

This course continues to be very successful. About 20% of the students continue on to take the next level of ceramics. We have several students who have gone on to become art majors focusing on ceramics.

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

We present progress reports and student achievement benchmarks at our Department meetings.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	We'd like to have students practice planning for 3D projects by drawing proposals or copying illustrations from the textbook.	To give students a clearer understanding of the logistics of working in three dimensions.	2020

Other: Mid-term show/display	Create a midterm show/display for the course.	To affirm students in their work.	2020
Other: Course description	Consider updating the course description to include more detail of the activities involved in the course.	Many students have not had any art instruction at the college level, and more detail description may help them anticipate what to expect in the course.	2020

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

6.

III. Attached Files

[Data for Ceramics I, Fall 2019](#)

Faculty/Preparer: Irving Remsen **Date:** 01/30/2020

Department Chair: Jill Jepsen **Date:** 01/30/2020

Dean: Scott Britten **Date:** 02/13/2020

Assessment Committee Chair: Shawn Deron **Date:** 02/10/2021