

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art (new)	122	ART 122 10/25/2019-Basic 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 and integrate concepts about space and form that pertain to drawing.

- Assessment Plan
 - Assessment Tool: portfolio of drawings
 - Assessment Date: Winter 2010
 - 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
	21

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 one of the two assignments, did not withdraw, or stop attending the course, completed this assessment. Data was collected in Winter 2019.

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 morning, face-to-face course on WCC's main campus. This was the only section of the course offered this 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 control of line and value to create simple and complex forms and space. Areas of assessment for Assignment 1 (line) included: control of contour line, use of breathing lines to describe volume of objects, and line weight to describe space. Areas of assessment for Assignment 2 (value) involved control of materials to develop highlights, middle values and shadows to suggest volume of the objects in space.

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: No

Standard of success is 60% of all students will score at or above 3.5 out of 5 for this outcome. There were two assignments assessed. 44% of students scored a 3.5 or above for the 1st assignment. 47% of students scored a 3.5 or above for the second assignment. 19% of students scored a 3.5 or above as an average for both assignments. The mean score for Assignment #1 was 3.47 (69.4%). The mean score for Assignment #2 was 3.02 (60%). The mean for both assignments was 2.49 (50%).

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

A little less than half of the students acquired drawing skills that pertain to space and form. Students that met this outcome were consistently successful throughout the course.

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.

Faculty will integrate more exercises and projects that reinforce space and form as part of the drawing process.

Outcome 2: Demonstrate manual skills with a variety of drawing materials.

- Assessment Plan
 - Assessment Tool: portfolio of drawings
 - Assessment Date: Winter 2010
 - 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
	17

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 morning, face-to-face course on WCC's main campus. This was the only section of the course offered this 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 development of manual skills with pen and ink media. Areas of assessment for Assignment 1: layering marks to build up value, character and quantity of marks to describe form. Areas of assessment for Assignment 2: layering of marks to describe the surface texture and control of the ink media to maintain integrity of marks.

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: No
 Standard of success is 60% of all students will score at or above 3.5 out of 5 for this outcome. There were two assignments assessed. 44% of students scored a 3.5 or above for the first assignment. 44% of students scored a 3.5 or above for the second assignment. 41% of the students scored a 3.5 or above as an average for both assignments. The mean scores for assignments #1 and #2 were each 3.34 (67%). The mean for both assignments was 3.14 (63%).

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

Engaged students successfully described the surface texture of objects by layering marks to develop value, maintaining the integrity of marks, and controlling the ink media with a traditional pen and nib.

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.

Working with pen and ink is labor-intensive and takes time. Faculty will develop shorter exercises to reinforce the development and control of mark-making to establish value in a drawing.

Outcome 3: Demonstrate creative problem solving about complex drawing problems.

- Assessment Plan
 - Assessment Tool: portfolio of drawings
 - Assessment Date: Winter 2010
 - 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
	19

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 morning, face-to-face course on WCC's main campus. This was the only section of the course offered this 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 creative problem solving through complex drawing problems. Areas of assessment for Assignment 1: figure/ground relationships; whole format is considered to establish a successful composition. Areas of assessment for Assignment 2: figure/ground awareness, establishing rhythm, creating surface movement and dynamic compositions.

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: No

Standard of success is 60% of all students will score at or above 3.5 out of 5 for this outcome. There were two assignments assessed. 65% of students scored a 3.5 or above for the first assignment. 42% of students scored a 3.5 or above for the second assignment. 47% of students scored a 3.5 or above as an average for both assignments. The mean score for Assignment#1 was 3.69 (74%). The mean score for Assignment #2 was 3.29 (66%). The mean for both assignments was 3.30 (66%).

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

More students completed one or both of the assigned drawing assignments as in the second half of the semester. Engaged students integrated figure/ground relationships, achieving successful complex composition results.

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.

Faculty will introduce figure/ground relationships and development of the whole composition earlier in the semester. This skill can be continuously refined over the entire course of the semester rather than in the second half.

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.

This is the first assessment report completed for this course. No previous course assessment is available for review.

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?

This was the instructor's first time teaching this course. Teaching and assessing the course again will better determine whether or not the students are meeting the outcomes.

As an advanced drawing course, many students were unprepared for the challenges of working with new media and selecting alternative composition choices.

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	Embed the rubrics used in this assessment as part of each portfolio review during the semester. This will ensure the accuracy of a students' success in meeting the objectives for this course.	The embedded rubrics will provide a more accurate assessment of the students' success in meeting both the objectives and outcomes for this course.	2020
Course Assignments	In the first half of the semester, introduce and repeat	Students will have the opportunity to build up these skill	2020

	the necessary exercises/ assignments needed to successfully complete the objectives and outcomes.	sets throughout the semester, rather than through one or two assignments.	
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5. Is there anything that you would like to mention that was not already captured?

Again, this was the instructor's first time teaching this course, and many adjustments will be made for future semesters. The course met 13 out of the 15 weeks due to inclement weather. Assignments were adjusted and the practice of drawing was compromised. This dramatically impacted student motivation and persistence throughout the semester.

III. Attached Files

[ART 122 - ASSESSMENT RUBRICS](#)

[ART 122 - W19 data](#)

Faculty/Preparer: Jill Jepsen **Date:** 10/25/2019

Department Chair: Jill Jepsen **Date:** 10/28/2019

Dean: Scott Britten **Date:** 10/29/2019

Assessment Committee Chair: Shawn Deron **Date:** 11/22/2019