

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

Discipline	Course Number	Title
Art (new)	128	ART 128 06/16/2025- Ceramics II
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Humanities, Languages and the Arts
Faculty Preparer		Alexander Clinthorne
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: Demonstrate mastery of working with wet clay to build compelling forms.

- Assessment Plan
  - Assessment Tool: Outcome-related project from portfolio
  - Assessment Date: Winter 2025
  - 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 60% or higher.
- Who will score and analyze the data: Departmental faculty

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)
2024, 2023	2025, 2024	2024

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

# of students enrolled	# of students assessed
121	38

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 with complete and available data and who did not withdraw or stop attending the course completed this assessment. I did not have retrievable documentation/data from all of the students.

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 nine sections total. This included eight afternoon classes, and one morning class. All sections were face to face courses on WCC's main campus.

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

Students were assessed with a faculty-developed "Spatial Rubric", focusing on the development of building skills and spatial understanding required to make compelling forms. The rubric was used to assess a project in which students contrasted a "natural" and "unnatural" subject.

Areas of Assessment included: dynamism, spatial value, negative space, and weight/structure.

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: <u>Yes</u>
Standard of success is: 70% of all student population will score 70% (3.5) or higher for this outcome. 86.8% of the students assessed (33/38) scored above 70% for learning outcome #1. The mean for outcome #1 is 4.63/5 (85.2%).

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

The majority of students were able to build compelling forms with wet clay. Student projects successfully demonstrated mastery in many areas that exceeded the basic skills of ceramics I, ART 121. The results show a variety of levels of mastery and speed at which students learn the skill, but in the majority of cases, sufficient skills were achieved.

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.

Art-making is a very personal process, and every student comes in at a different level. Ceramics II, ART 128, students also come in at different levels, but something about the title of being ceramics II raises expectations and improves student work. Faculty will meet with part-time faculty to discuss the importance of high expectations for a learning environment.

Outcome 2: Demonstrate a thorough understanding of techniques for working with ceramic materials at every stage of the ceramic process.

- Assessment Plan
  - Assessment Tool: Outcome-related project from portfolio
  - Assessment Date: Winter 2025
  - 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 60% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2024, 2023	2025, 2024	2024

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

# of students enrolled	# of students assessed
121	36

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 with complete and available data and who did not withdraw or stop attending the course completed this assessment. I did not have retrievable documentation/data from all of the students.

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 ten sections total. This included eight afternoon classes, and one morning class. All sections were face to face courses on WCC's main campus.

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

Students were assessed with a "Structure Rubric" focusing on the development of an understanding of techniques for working with ceramic materials at every stage of the ceramic process. The rubric was used to assess a project in which students made a Decor item.

Areas of Assessment included: Craftsmanship, surface, visual weight and attachments.

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: 70% of all student population will score 70% (3.5) or higher for this outcome. 88.88% of the students assessed (32/36) scored above 70% for learning outcome #2. The mean for outcome #2 is 4.52/5 (90.4%).

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

The majority of students understood the techniques for working with ceramic materials. Student projects successfully used a variety of ceramic techniques to create decor items. The standard for success was met.

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 Decor project is one of the first projects given to Ceramics II students when they are first coming into their identity as "no longer a beginner". I think it is a bit intimidating for students to tackle larger projects at the beginning of the semester. The Decor project offers a great opportunity for students to "go big". Unfortunately, large pieces need a long time to dry to avoid kiln explosions, so it makes sense to offer the project early in the term. Faculty will work with studio assistants to find the best time to fire large work while encouraging students to push themselves as creators.

Outcome 3: Develop an original series of works that shows progression and exploration of a theme.

- Assessment Plan
  - Assessment Tool: Outcome-related project from portfolio
  - Assessment Date: Winter 2025
  - 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 60% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2024, 2023	2025, 2024	2024

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

# of students enrolled	# of students assessed
121	39

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 with complete and available data and who did not withdraw or stop attending the course completed this assessment. I did not have retrievable documentation/data from all of the students.

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 nine sections total. This included eight afternoon classes, and one morning class. All sections were face to face courses on WCC's main campus.

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

Students were assessed with a "Pottery Skills" rubric focusing on the development of handbuilding and potter's wheel skills. The rubric was used to assess a project in which students made a matching set of a plate, bowl, cup and vase.

Areas of Assessment included: Continuity of set, functionality, volume and form.

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: 70% of the student population will score 70% (3.5) or higher for this outcome. 89.7% of the students assessed (35/39) scored above 70% for learning outcome #3. The mean for outcome #3 is 4.26/5 (85.2%).

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

This was a tricky one to assess because some students have taken ceramics II multiple times as they learn to understand the material and develop their style and a body of work. Of course, students who take it multiple times have a more cohesive body of work in their semesterly portfolios.

Regardless, the majority of students were able to make an original series of works that showed a progression and exploration of a theme.

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.

Based on differences in student performance, the majority of students meet expectations, but some far exceed expectations. I think it would be in the students' best interest to open another level of ceramics to challenge them further.

One benefit of having a variety of levels of student ability in the classroom is that advanced students inspire other students. More group projects could be beneficial. Faculty discussion and project development will be forthcoming.

Outcome 4: Create unique and relevant designs based on art historical interpretations and ceramic processes.

- Assessment Plan
  - Assessment Tool: Outcome-related project from portfolio
  - Assessment Date: Winter 2025
  - 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 60% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2024, 2023	2025, 2024	2024

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

# of students enrolled	# of students assessed
121	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.

All students with complete and available data and who did not withdraw or stop attending the course completed this assessment. I did not have retrievable documentation/data from all of the students.

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 ten sections total. This included eight afternoon classes, and one morning class. All sections were face to face courses on WCC's main campus.

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

Students were assessed with a faculty-developed "Elements and Principles Rubric", focusing on the development of a unique and relevant design based on art historical interpretations and ceramic processes. The rubric was used to assess a project in which students made a "Contemporary Remix" artwork. Areas of Assessment included: craftpersonship, surface, visual weight and attachments.

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: 70% of the student population will score 70% (3.5) or higher for this outcome. 85.7% of the students assessed (30/35) scored above 70% for learning outcome #4. The mean for outcome #4 is 4.33/5 (86.6%).

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

The majority of students understood the relationship between their work and art historical ceramic work. Students successfully reflected on technique and were able to reverse-engineer famous/historical artworks.

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.

This is the assessment area that needs the most work. Students either did great or did not do well at all. The project used for assessment is a project in which students make an artwork based on a famous artist's style. The problem was that we used the Elements of Art and Principles of Design rubric for assessing this area. If they did a good job working in that artist's style, of course, the associated Elements and Principles rubric will have a strong impact on assessing which gives an almost black and white, pass or fail overview of the project. More thought needs to be put into how to make this rubric.

As for how this student learning outcome could be improved, I believe closer observation could be useful to make sure students pick an artist's work that is achievable at their own skill level.

### 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.

There was no previous assessment report on this class.

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?

As stated earlier, Ceramics II encompasses many different skill levels. because some students have taken ceramics elsewhere or have taken ceramics multiple times. Opening up a 3rd level of ceramics to further challenge students and delineate between true ceramics II and ceramics II repeaters would be incredibly helpful for student learning outcomes.

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

Art department and art discipline meetings, and Canvas page development.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment data collection	Coordinate with the department so that assessment data from all sections will be retained and	We were not able to retrieve data for a lot of students in the current assessment.	2026

	available for analysis.		
Standard of success	Update the standard of success from “70% of the students will score 60% or higher” to “70% of students will score 75% or higher.”	This standard of success aligns with the updated rubric.	2025
Course Assignments	More group projects could be beneficial. Faculty discussion and project development will be forthcoming.	Art 121 and Art 128 are a combined course. Art 128 has multiple levels of experience. Cross-pollination between all levels will result in more exposure and more learning.  One benefit of having a variety of levels of student ability in the classroom is that advanced students inspire other students.  A multi-level group project will be implemented	2025
Other: Rubric Change	We need to develop a new rubric for assessing Outcome #4. The Elements of Art and Principles of Design rubric did not provide enough information.	As stated before:  Students either did great or did not do well at all on outcome #4. The project used for assessment is a project in which students make an artwork based on a famous artist's style. The problem was that	2025

		we used the Elements of Art and Principles of Design rubric for assessing this area. If they did a good job working in that artist's style, of course, the associated Elements and Principles rubric will have a strong impact on assessing which gives an almost black and white, pass or fail overview of the project.	
--	--	--	--

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

6.
----

**III. Attached Files**

[Art 128 Assessment Data](#)  
[ART 128 Assessment Rubrics](#)

<b>Faculty/Preparer:</b>	Alexander Clinthorne	<b>Date:</b> 06/21/2025
<b>Department Chair:</b>	Jill Jepsen	<b>Date:</b> 06/23/2025
<b>Dean:</b>	Anne Nichols	<b>Date:</b> 06/27/2025
<b>Assessment Committee Chair:</b>	Jessica Hale	<b>Date:</b> 06/17/2026