

Course Assessment Report Washtenaw Community College

Discipline	Course Number	Title
Art (new)	108	ART 108 01/04/2024- Three-Dimensional Design
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?

Yes

ART 108: 3-Dimensional Design was assessed Fall Semester 2013.

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

The last assessment included data from three semesters (F 2011, W 2012, W 2013). All outcomes were successfully met with the current standard of success being 70%.

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

The course summary stated that students would benefit from expanding the content of the course and an introduction to the design document process.

It is not clear to me how or when this was implemented.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate planning in 3D designs that articulate clear relationships between the individual elements of three-dimensional design and the sense of the whole, stressing unity with variety using layouts and drawings.

- Assessment Plan
 - Assessment Tool: Portfolio

- Assessment Date: Winter 2020
- 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 students will score 3.5 out of 5.0 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)
2023	2023	

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

# of students enrolled	# of students assessed
38	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 except two (in all sections) that did not withdraw or stop attending the course completed this assessment. There were two students that were not assessed but attended class who had no data available from the retired faculty's class. One student from Winter 2023 stopped showing up after the first week but did not withdraw. This student was also not assessed.

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 two morning classes. 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 an Elements and Principals Rubric focusing on the fundamentals of art and design, building relationships with elements of art and establishing unity and variety to form a final cohesive design. The rubric was used to assess a project using matboard to create 3D forms from a 2D plane.

Areas of Assessment included: Use of Elements of Art with an emphasis on Planes, Use of Principals of Design with an emphasis on Unity/Variety, Gestalt Theory, and 2D to 3D Transformation.

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 standard of success from the assessment plan is 70% of students will score 3.5 out of 5.0 (70%) or higher. As the rubric used for assessment was out of 4, the standard of success used was that 70% of students will score 70% (2.8) or higher for this outcome. 77% (27/35) of the students assessed scored above 70% for learning outcome #1. The mean for outcome #1 is 3.05/4 (76.25%).

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 that learning design begins with learning the basics and the ability to break an artwork down into the component elements and principals of art and design. Student designs successfully emphasized the whole over the individual parts. The results were designs with unity and variety, each a valuable principle of art.

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 importance the elements and principals of art and design. Our plan is to continue to refine projects to guide students towards a clear understanding of the basic elements and principals.

Outcome 2: Safely use simple hand and power tools to create designs from a variety of materials that implement the following methods of construction: additive, subtractive, manipulative and substitutive.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2020
 - 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 students will score 3.5 out of 5.0 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)
2023	2023	

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

# of students enrolled	# of students assessed
38	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 except two (in all sections) that did not withdraw or stop attending the course completed this assessment. There were two students that were not assessed but attended class who had no data available from the retired faculty's class. One student from Winter 2023 stopped showing up after the first week but did not withdraw. This student was also not assessed.

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 two morning classes. 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 Craftsmanship Rubric focused on skillful tool use, stable connections and high-quality craftsmanship. The rubric was used to assess a project made with balsawood in which students used tools to cut angles and create shape through connections.

Areas of Assessment included: Organization, Texture, Rhythm and Cohesiveness of the Design.

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 standard of success from the assessment plan is 70% of students will score 3.5 out of 5.0 (70%) or higher. As the rubric used for assessment was out of 4, the standard of success used was that 70% of students will score 70% (2.8) or higher for this outcome. 80% (28/35) of the students assessed scored above 70% for learning outcome #2. The mean for outcome #2 is 3.12/4 (78%).

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

Students successfully used hand tools and power tools. Safety was stressed while working with tools. Students were instructed to use tools carefully in order to avoid injuries and protect the quality of the material. The results were designs with good-quality craftsmanship, strong connections and no injuries.

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 emphasize safety and careful tool use. In the future, the course will increase the focus on craftsmanship by limiting hot glue use, using hidden connections with the correct angles and instructing students to leave no unintended marks.

Outcome 3: Create works that demonstrate movement and extension in space, identifying an interesting and dynamic interplay between solid and void.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2020
 - 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 students will score 3.5 out of 5.0 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)
2023	2023	

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

# of students enrolled	# of students assessed
38	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 except two (in all sections) that did not withdraw or stop attending the course completed this assessment. There were two students that were not assessed but attended class who had no data available from the retired faculty's class. One student from Winter 2023 stopped showing up after the first week but did not withdraw. This student was also not assessed.

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 two morning courses. 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 Spatial Quality Rubric based on a wire sculpting project completed during the course that involved bringing line created by wire into a form that captures volume, activates space and captures movement. Areas of Assessment: Dynamism/Movement, Spatial Value/Texture, Use of Negative Space and Visual Weight vs. Actual Weight.

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 standard of success from the assessment plan is 70% of students will score 3.5 out of 5.0 (70%) or higher. As the rubric used for assessment was out of 4, the

standard of success used was that 70% of students will score 70% (2.8) or higher for this outcome. 80% (28/35) of the students assessed scored above 70% for learning outcome #3. The mean for outcome #3 is 3.12/4 (78%).

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

Students demonstrated their understanding of space by contrasting void and material. Students learned how to confront gravity by utilizing strong armatures, and skillful attachments. Overall, a high-level of movement was achieved through dynamic compositions.

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 importance a strong armature and consideration of weight and gravity.

While the standard of success was met, some students found the wire project challenging because of the challenge of connecting separate wires together. Adjusting the materials and project outline may offer more opportunities for students who are less hand-skill-oriented.

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.

A former faculty member completed the previous assessment report for this course. The course was then taught by a faculty member for 10 years who is now retired. No intended changes were recorded. The course could still benefit from the proposed changes of expanding the course contents and the introduction of Design Thinking.

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?

Yes, students really enjoyed this course, but found it pretty challenging. Each project uses different materials and processes, rather than developing skills with a particular material. This resulted in each student scoring high in different areas based on their tendency towards different processes and materials.

I think it would be helpful to use materials such as matboard, clay, wire or wood at least twice throughout the term so that students can have the time to develop the skills necessary to become proficient.

Clear demonstrations, community building exercises, frequent discussion and critique continue to be immeasurably valuable.

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	Implementation of new rubrics for consistency and accuracy to assess the course. The rubrics will include more detailed descriptions that relate closely to the objectives and outcomes. The assessment rubrics will be independent of the grading rubrics.	The detailed rubrics will provide a more accurate assessment of the learning outcomes created for this course.	2024
Assessment Tool	Update the assessment tools to “Outcome-related project.”	Projects related to specific skills in the course are more effective assessment tools and reflect what is used to evaluate student learning.	2024
Course Assignments	Restructure/reorganize past and introduce design assignments in the 3D Design course. This will include exploring new mediums and materials with clear	Not only will the restructuring/reorganization of the assignments keep up with current design trends, it will also increase student engagement during the design process.	2024

	and accessible instruction.		
Other: standard of success	Update the standard of success to “70% of students will score 75% or higher.”	The rubric used to score the assessment tool is out of four points.	2024

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

I've been working on developing a new curriculum because the course was left in poor condition. The tools, machinery and assignments all need a lot of work. Luckily, the class has a lot of potential and I am excited to work on improving it by streamlining grading rubrics, creating new course assignments and a maintaining a safe classroom environment.

III. Attached Files

[Art 108 Assessment Data](#)

[Art 108 Assessment Rubrics](#)

Faculty/Preparer: Alexander Clinthorne **Date:** 01/17/2024

Department Chair: Elisabeth Thoburn **Date:** 01/18/2024

Dean: Anne Nichols **Date:** 01/26/2024

Assessment Committee Chair: Jessica Hale **Date:** 10/01/2024

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art	108	ART 108 09/20/2013-Three-Dimensional Design
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: Create works that articulate a clear relationship between the individual elements of a three-dimensional design and the sense of the whole, stressing unity with variety.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2011
 - 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)
2011	2013, 2012	

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

# of students enrolled	# of students assessed
59	51

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 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.

All students in all sections were assessed.

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

Students completed 5 different major 3D projects during the semester. We used a department-developed rubric to score projects.

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: 66% of the student population scored 70% (3.5) or higher on the five projects.

100% of the students assessed scored above 70% on all five projects 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.

All of the students grasped the concept of harmony and variety throughout all 5 projects.

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 a result of the success of the assessment, I believe the students would benefit from expanding the contents of the course and changing the Master Syllabus to add an additional outcome that includes introducing the students to the design document process.

Outcome 2: Create designs from a variety of materials that implement the following methods of construction: additive, subtractive, manipulative and substitutive.

- Assessment Plan
 - Assessment Tool: Portfolio

- Assessment Date: Winter 2011
- 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)
2011	2013, 2012	

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

# of students enrolled	# of students assessed
59	51

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 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.

All students in all sections were assessed.

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

Students completed 5 major 3D projects during the semester. We used a department-developed rubric to score projects.

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: 66% of the student population scored 70% (3.5) or higher on the five projects.

98% of the students assessed scored above 70% on all five projects 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.

Overall, the students worked well with most materials introduced. The students clearly understood and could construct 3D models using the additive, subtractive, manipulative, and substitutive construction methods.

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 a result of the success of the assessment, I believe the students would benefit from expanding the contents of the course and changing the Master Syllabus to add an additional outcome that includes introducing the students to the design document process.

Outcome 3: Acquire motor skills with a variety of simple hand and power tools in working on simple materials.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2011
 - 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)
2011	2013, 2012	

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

# of students enrolled	# of students assessed
59	51

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 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.

All students in all sections were assessed.

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

Students completed 5 major 3D projects during the semester. We used a department-developed rubric to score projects.

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: 66% of the student population scored 70% (3.5) or higher on the five projects.

90% of the students assessed scored above 70% on all five projects for learning outcome #3.

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

Most of the students acquired new motor skills from working with hand and power tools. About 10% of the students assessed in all sections had hand and power tool experience. All projects completed were with no major accidents with tools of any sort that were used in the classroom environment.

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.

none

Outcome 4: Create works that demonstrate movement and extension in space, identifying an interesting and dynamic interplay between solid and void.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2011
 - 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)
2011	2013, 2012	

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

# of students enrolled	# of students assessed
59	51

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 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.

All students in all sections were assessed.

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

Students completed 5 major 3D projects during the semester. We used a department-developed rubric to score projects.

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: 66% of the student population scored 70% (3.5) or higher on the five projects.

86% of all students assessed scored above 70% on all five projects for learning outcome #4.

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

Most students demonstrated some movement and extension of space throughout their 5 projects. Movement, extension of space, and incorporating negative space into a 3D is a more difficult topic.

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.

Over 75% of students met the course outcome, however more examples and explanations will be added to the course projects to reinforce this outcome.

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?

1) The course was well received by the majority of students. Many of the students had never been exposed to thinking and constructing in the 3rd dimension and welcomed the challenge of designing and constructing 3D art. However, most of the students (those who had never been exposed to a 3D art class) were surprised at the amount of time it takes to successfully complete a project.

2) No.

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

Information will be shared in department meeting and the Master Syllabus will be revised to incorporate an additional outcome.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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Outcome Language	As a result of the success of the assessment, I believe the students would benefit from expanding the contents of the course and change the Master Syllabus to incorporate a component to introduce the students to the concept design documentation process.	Students have demonstrated a mastery of the existing outcomes.	2014
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4. Is there anything that you would like to mention that was not already captured?

III. Attached Files

[ART 108 Sample Assignment](#)

[ART 108 Rubric](#)

[ART 108 Data](#)

Faculty/Preparer:	Belinda McGuire	Date: 09/26/2013
Department Chair:	Allison Fournier	Date: 10/07/2013
Dean:	Dena Blair	Date: 10/08/2013
Assessment Committee Chair:	Michelle Garey	Date: 10/30/2013

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
Course Discipline Code and Number: ART 108
Course Title Three-Dimensional Design
Division/Department Codes: HSS/HUM

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2007_
 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.
17

6. Describe how students were selected for the assessment.
All students in section

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
No previous assessment

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. **Create works that demonstrate movement and extension in space, employing interesting and dynamic interplay between solid and void.**

 2. **Create works that demonstrate a clear relationship between the parts and the whole utilizing unity with variety.**

 3. **Create works using a variety of materials demonstrating additive construction.**

 4. **Recognize that creativity means working productively within a framework or limitation.**

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.*
Outcome s #1,2 and 4 were scored looking at each individual piece in the portfolio and scoring it separately.

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Outcome #3 was assessed by looking at the portfolio of pieces as a whole. Outcome #3 scored at a 4 which meets our target.

Outcomes 1, 2 and 4 all met our targets of 66% of pieces scoring at 3.5 or higher. In fact for outcome #4, 100 % of pieces scored at 3.5 or higher.

Excel document with data is attached.

- 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.*

Rubric scoring guide attached.

#1 76% of students achieved success

#2 82% of students achieved success

#4 100% of students achieved success

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

Strengths: Outcome number two and four

Weaknesses: Outcome number one, although I wouldn't call this a weakness, just the lowest scoring outcome.

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.

No action necessary

- 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:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale:

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- h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

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.

I believe this assessment tool was effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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

All Selected

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

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Name: Elaine S. Wilson *Elaine S. Wilson* Date: 8-24-07

Print/Signature

Department Chair: *Paulette Grosman* *Paulette Grosman* Date: 9.20.07

Print/Signature

Dean: *[Signature]* Date: SEP 26 2007

Print/Signature

logged 10/10/07 sj