

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Art (new)	114	ART 114 07/12/2023- Painting I
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Arts
Faculty Preparer		Jill Jepsen
Date of Last Filed Assessment Report		09/06/2013

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 114: Painting I was assessed Winter 2013.

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

The last assessment included data from one semester (Winter 2013). All three outcomes were not met with the current standard of success being 66% of students would receive a 4 out of 5 (80%) for each outcome.

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

They intended to change the assessment tool used in this course assessment. This tool was revised to better reflect this course's objectives and outcomes before assessing the student portfolio work.

II. Assessment Results per Student Learning Outcome

Outcome 1: Create paintings that have both convincing volumes and space.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 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)
2022	2022	

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

# of students enrolled	# of students assessed
29	18

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 (in all sections) that did not withdraw and/or stop attending the course were included in 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 two afternoon sections. All sections were face-to-face courses on WCC's main campus. Winter 2022 had a reduced classroom max capacity (17 students) due to campus protocol during the pandemic. This course is cross-listed with ART 125: Painting II.

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 rubric based on a painting that included both convincing volumes and space. Areas of assessment included using value and color to create volumetric shapes and illusions of space, single/consistent brushstroke style, and figure/ground relationships in the composition.

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 is 66% of the students will score a 4 of 5 (80%) or higher for this outcome. 83% of the students assessed (15/18) scored above 80% for learning outcome #1, meeting the standard of success. The mean for outcome #1 is 3.56 (89%).

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

Almost all students understood that to create a painting based on a still-life, the shapes and space need to appear three-dimensional on a two-dimensional surface. Students included appropriate colors, value, and details to suggest convincing volumes of shapes in the painting.

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.

Continuous improvement should include additional attention to the where/when to add details and the use of color to suggest space. Focusing more on the possibilities of color mixing and value to suggest space will increase this illusion in a still-life painting.

Outcome 2: Create paintings that use the entire image surface actively and economically, utilizing the interaction of figure and ground.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 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)
2022	2022	

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

# of students enrolled	# of students assessed
29	23

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 (in all sections) that did not withdraw or stop attending the course were included in 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 two afternoon sections. All sections were face-to-face courses on WCC's main campus. Winter 2022 had a reduced classroom max capacity (17 students) due to campus protocol during the pandemic. This course is cross-listed with ART 125: Painting II.

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 rubric based on a painting that involved working the entire image surface actively and economically, utilizing the interaction of figure and ground.

Areas of assessment included: defining the shape's edge by painting negative space, figure/ground relationships being equally considered, and activation of the entire rectangle format.

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

The standard of success is 66% of the students will score a 4 of 5 (80%) or higher.

61% of the students assessed (14/23) scored at or above 80% for learning outcome #2. The standard of success was not met. The mean for outcome #2 is 3.20 (80%).

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

Students successfully used a single brushstroke style and activated the rectangular format by adding background information to the painting.

- 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.

When the assignment parameters for a painting are given, the focus is intuitively to paint the objects (figure space) in front of you. The consideration of the space surrounding the objects is secondary and often overlooked. To activate both types of space, more emphasis should be placed on ground space and how it can become more activated by the location of the figure shapes. The study of negative (ground) space and implementing figure/ground interaction as part of the composition process should be practiced.

Outcome 3: Create paintings employing a limited palette to suggest a wide range of both value and hue and as a dynamic compositional element in the paintings.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 or higher.
 - Who will score and analyze the data: departmental faculty

- 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)
2022	2022	

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	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 (in all sections) that did not withdraw or stop attending the course were included in 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 two afternoon sections. All sections were face-to-face courses on WCC's main campus. Winter 2022 had a reduced classroom max capacity (17 students) due to campus protocol during the pandemic. This course is cross-listed with ART 125: Painting II.

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 rubric based on a painting that used a limited palette to suggest a wide range of both value and hue. The limited palette adds a dynamic compositional element in the painting.

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 will score a 4 of 5 (80%) or higher.

76% of the students assessed (16/21) scored above 80% for learning outcome #3, meeting the standard of success. The mean for outcome #3 is 3.47 (87%).

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

Students successfully created many different hues and values with limited tubes of paint (color mixing). Most were able to direct the viewer through the painting with these color mixtures.

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 of creating many mixtures from a limited palette prior to beginning a painting. More colors and values available will help them select the best value/color to use for a particular area. If colors are not mixed prior to painting, mixtures don't get used.

Continuing instruction on creating illusions of space with color and details will create volumetric space in the paintings.

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.

The revised assessment tool better reflects the objectives and outcomes that need to be met for this course. Two of the three outcomes were met with this assessment.

The one outcome not met was at 61%, where 66% of students needed to successfully meet the outcome.

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?

The students are successful in meeting two of the three outcomes for this course. However, there are many variables that could impact the student work completed for this assessment, such as: attendance (missing 1 of the 2 days working on the painting), time limitations, and school closures. If the above variables apply, instructors encourage students to complete the missed work outside of class time. Unfortunately, this doesn't always happen.

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	Standard of Success Percentage Change	Implementation of this percentage change will update this assessment tool	2024

	<p>Current Standard of Success:</p> <p>66% of the students will score a 4 of 5 (80%) or higher.</p> <p>New Standard of Success will read:</p> <p>70% of all students will score at 3.5 out of 5.0 or above.</p>	to align with all studio art courses.	
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5. Is there anything that you would like to mention that was not already captured?

Prior to completing this assessment, I created the assessment tool rubrics to be out of 4, not 5 (as used in the former assessment). I have included the equivalency for students meeting the objective on the outcome data sheet. Students receiving a 3.2 (80%) out of 4 = met outcome.

III. Attached Files

[ART 114- OUTCOME DATA](#)

[ART 114 - ASSESSMENT RUBRICS](#)

Faculty/Preparer: Jill Jepsen **Date:** 07/12/2023
Department Chair: Elisabeth Thoburn **Date:** 07/25/2023
Dean: Victor Vega **Date:** 08/03/2023
Assessment Committee Chair: Jessica Hale **Date:** 01/15/2024

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art	114	ART 114 07/02/2013- Painting I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Catherine Barry
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Create paintings that have both convincing volumes and space.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 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)
	2013	

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

# of students enrolled	# of students assessed
19	14

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.

withdrawal and did not complete activity

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.

Only students participating in the class were assessed.

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

Paintings were reviewed by Cathy Barry and Cathy Van Voorhis. Scores were given between 1 and 5, 5 meaning full success of the outcome was achieved.

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

Three of fourteen students received a 4/5 or above for this outcome. Nine out of fourteen students received a 3/5 or above for this outcome.

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

Students demonstrated a good overall understanding of "volume". There was a strong level of drawing skills in the group overall which makes beginning to learn to paint volume more easily understood.

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 consideration of "spaces" alongside "volume" was more difficult. To improve this, more emphasis on figure/ground interaction and identifying negative space should be practiced.

Outcome 2: Create paintings that use the entire image surface actively and economically, utilizing the interaction of figure and ground.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 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)
	2013	

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

# of students enrolled	# of students assessed
19	14

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.

withdrawal and did not complete activity

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.

Only students enrolled in the class were assessed.

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

Paintings were reviewed by Cathy Barry and Cathy Van Voorhis. We looked for evidence of a basic understanding of the use of the entire surface and figure/ground interaction. No figure/ground interaction and if the whole surface was not considered received a 1, "some" earned a 2, "adequate" earned 3, "most" earned a 4 and "outstanding" employment of the figure/ground interaction and the entire surface activated through economical means earned a 5.

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
Six of fourteen students scored a 4 or above on this outcome. Ten out of fourteen

students scored a 3 or above in this category.

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

Most students improved in this area as the semester went on. Incorporating the chipboard as a color was a concept that once embraced, seemed to really make sense to them.

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 a concept that is very hard to convince students of how important it is! It must be repeated from the first day to the last. Showing more examples from design, advertising and optical illusion type images may improve or help them to "see" why it is so important.

Outcome 3: Create paintings employing a limited palette to suggest a wide range of both value and hue and as a dynamic compositional element in the paintings.

- Assessment Plan
 - Assessment Tool: Portfolio of paintings from class
 - Assessment Date: Winter 2015
 - 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: 66% of the students will score a 4 of 5 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)
	2013	

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

# of students enrolled	# of students assessed
19	14

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.

withdrawal or did not complete activity

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.

Only students enrolled in the class were assessed.

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

Paintings were reviewed by Cathy Barry and Cathy Van Voorhis. "No indication" of value or hue range and no importance of color received a 1. "Some" received a 2, "adequate" a 3, "very good" a 4 and "outstanding" value and hue range from a limited palette and color used dynamically in the composition received a 5.

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

Four out of fourteen students averaged a 4 or above on this outcome. Eight out of fourteen students averaged a 3 or above for this outcome. This was a weak area, mostly the aspect related to using color throughout and as a dynamic element in a painting.

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

Students were excited to explore color theory and color mixing. They were able make a wide range of hues and value with only 3-4 tubes of paint.

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.

Paintings could be improved by more emphasis on moving one color throughout as a means to using color as a compositional element.

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?

This class is very important to have available for students. It is a foundation course for any serious art student. It also expands and enhances how people (even those not planning to pursue an art degree) view the world around them. I was surprised that the students did not meet the standard of success. They improved over time, coming a long way from the beginning of the class to the end.

We need to discuss the rubric, our expectations and the standard of success for each outcome.

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

I will share these results with the other instructors at our back to school meeting in August 2013.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We will consider revising the assessment rubric or standard of success based on the results over the last two assessment cycles.	Students are improving appropriately but they are not meeting the standard of success based on the current rubric. We don't believe there is a problem with the student learning and they are meeting our expectations. However, this does not seem to align with our rubric and standard of success.	2014

4. Is there anything that you would like to mention that was not already captured?
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III. Attached Files

[ART114/125 data](#)

Faculty/Preparer: Catherine Barry

Date: 7/2/13

Department Chair: Allison Fournier

Date: 7/4/13

Dean: Dena Blair

Date: 7/8/13

Assessment Committee Chair: Michelle Garey

Date: 9/6/13

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: **ART 114**

Course Title: **Painting I**

Division/Department Codes: **HSS/HUM**

2. Semester assessment was conducted (check one):

Fall 20__

Winter 2012__

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 and the total number of students enrolled in the course.

19 students assessed. 19 students enrolled.

6. If all students were not assessed, describe how students were selected for the assessment. (*Include your sampling method and rationale.*)

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

No changes made

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus

COURSE ASSESSMENT REPORT

1. Create paintings that have both convincing volumes and space.
2. Create paintings that use the entire image surface actively and economically, utilizing the interaction of figure and ground.
3. Create paintings employing a limited palette to suggest a wide range of both value and hue, and as a dynamic compositional element in the paintings.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.

66% of the students scoring at 4 or above.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome

The assessment results for Outcome One show an average score of 3.73 with 57% of students achieving at 4 or above. The standard of success was not met.

The assessment results for Outcome Two show an average score of 3.44 with 52% of students achieving at 4 or above. The standard of success was not met.

The assessment results for Outcome Three show an average score of 3.47 with 47% of students achieving at 4 or above. The standard of success was not met.

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

6. Strengths: The area of strength is in outcome one where more students achieved at a higher rate.

Weaknesses: The area of weakness is in outcome 3. Outcome 2 was situated between one and two in success.

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.

COURSE ASSESSMENT REPORT

To address weakness in Outcome # 3 we suggest more structured work be done in the course on color mixing and usage. Creating more projects that specifically target color understanding would be helpful.

To address weakness in Outcome # 2 we suggest that students in the course who demonstrate weakness in this area be given remedial exercises in negative space drawing to improve their understanding of this concept. While this concept is meant to be addressed in the prerequisite ART 111 course, it is often the weakest part of that course, thus students arrive in ART 114 inadequately prepared.

The course already stresses everything possible to make Outcome #1 a reality. We are not sure what can be done to improve this outcome.

Since this is the first assessment of the course using this rubric, we feel perhaps the standard of success may be somewhat too high. We suggest slightly lowering the standard of success for these outcomes for next assessment. This change should be implemented at next Master Syllabus review.

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: See above in III

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

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale: See above in III

3. What is the timeline for implementing these actions? These actions will be implemented Fall 2012.

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.
Assessment tools are 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 X Selected

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

 W2017

COURSE ASSESSMENT REPORT

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

Submitted by:

Print: Elaine S. Wilson
Faculty/Preparer

Signature _____

Date: 05/02/2012

Print: DEAN BLAIR
Department Chair

Signature _____

Date: 5/2/12

Print: _____
Dean/Administrator

Signature _____

Date: MAY 07 2012

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: ART 114
 Course Title: Painting I
 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.
 Eight students assessed/ Thirteen enrolled

6. Describe how students were selected for the assessment.
 All students enrolled in course still continuing at end of class.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A (This is first assessment for this course)

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. Create paintings that have both convincing volumes and space

 2. Create paintings that use the entire image surface actively and economically, utilizing the interaction of figure and ground.

 3. Create paintings employing a limited palette to suggest a wide range of both value and hue, and as a dynamic compositional element in the paintings.

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.*
 Based on the assessment data , the students are achieving each of the learning outcomes at an acceptable level. The average score overall for each of the outcomes was 3.2, 3.3, and 3.5. With such a small sampling I feel this is acceptable. However if we look at how they scored overall, only 50% of the students achieved an overall score of .66 and higher, which is below our goal. We would like 66% of the students to reach this score.

COURSE ASSESSMENT REPORT

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.*
See the rubric sheet/and scoring data.

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

Strengths: Use of color—Outcome number 3

Weaknesses: Achieving believable volumes in space—Outcome number 1

But all of the learning outcomes had roughly the same scoring. There was not a lot of disparity between them.

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.

Faculty teaching this class will be apprised of the results of the assessment with a view to each faculty person focusing more intently in the course on these particular goals.

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:

Individual faculty teaching this class should focus their instruction more intently on the outcomes and objectives as goals. More one on one critiques should be used and more exercises given which strengthen student understanding and achievement of these concepts.

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? Over Next two terms

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.

COURSE ASSESSMENT REPORT

The assessment tools were useful. However the sampling of students is so small that it is hard to make judgements based on this.

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 X Selected _____

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

2010 _____.

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

Submitted by:

Name: Elaine S. Wilson Elaine S. Wilson Date: March 18, 2008
PAULETTE GROTRIAN
Print/Signature

Department Chair: Paulette Grotrian Date: 4.25.08
Print/Signature

Dean: [Signature] Date: APR 25 2008
Print/Signature

logged 4/28/08 sij