

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Art	125	ART 125 11/21/2016- Painting II
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 paintings with convincing volumes and space with attention to composition of two dimensional pricute plane as well as creatin of illusory space.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2009
 - 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)
2015	2016	

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

# of students enrolled	# of students assessed
8	8

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 were 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.

This class is an on-campus studio-based instruction.

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

Students submitted a portfolio of work, which assessed based on a rubric.

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

As for Outcome #1, 88% of the students assessed scored 4 out of 5 on the rubric. They were able to create paintings that were convincing in volumes and space, that had good composition on a 2D plane, and that created the illusion of 3D space.

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

The assessment data revealed that the Painting II students carried forth the skills obtained in Painting I and also improved upon their ability to paint what they observe and not what they think they saw.

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 assessment showed that the students could improve in the area of good composition of a painting. More emphasis on developed composition can and should be reinforced as part of daily instruction both as lecture and individual instructional.

Outcome 2: Create paintings that use the entire image surface actively and economically, utilizing the interaction of figure and ground, in which color is considered as a compositional element.

- Assessment Plan

- Assessment Tool: Portfolio
- Assessment Date: Winter 2009
- 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)
2015	2016	

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

# of students enrolled	# of students assessed
8	8

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 were 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.

This class is an on-campus studio-based course.

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

Students submit portfolios of their work, which is scored based on a developed rubric.

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 majority of the students (75%) scored 4 out of 5 on Outcome #2.

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

Through assignments with limited color palettes and stylistic themes, the majority of the students demonstrated they could create good paintings in which color is considered with good figure/ground relationships. The area of strength was color as part of the composition.

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 assessment showed the students were slightly weaker in figure/ground relationships than using color as a compositional element. To improve on this area more practice and emphasis on figure/ground relationships. Figure/Ground relationships, for a painter, are constantly improved upon throughout a painter's career but can be developed at a basic level in this painting course.

Outcome 3: Develop a personal approach to painting materials and concepts.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Winter 2009
 - 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)
2015	2016	

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

# of students enrolled	# of students assessed
8	8

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 were 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.

This class is an on-campus studio-based course.

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

The students submitted portfolios of their work, which were assessed based on a developed rubric.

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 majority of the students (75%) scored 4 out of 5 on the rubric for Outcome #3.

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

The assessment data revealed that the majority of the students are progressively along with success in developing their painting skills and style. The strength of the students in developing their painting skills.

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 assessment data revealed the majority of the students are progressing at an average rate in terms of developing their own personal style and activating the entire canvas. In terms of developing a style, more time as a painter will see improvement in this area. A painter's style is not fully developed in one or two courses, but it can be started.

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 course meets the needs of students by requiring work at the next level in painting and also just keeping them painting. From an instructional view, nothing new was learned from this assessment - no surprises.

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

ART 125 Painting II Assessment will be shared with the Art Area and the Humanities Department in Department Meetings

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

None

III. Attached Files

[ART 125 Painting II](#)

Faculty/Preparer: Belinda McGuire **Date:** 11/21/2016
Department Chair: Allison Fournier **Date:** 11/22/2016
Dean: Kristin Good **Date:** 11/22/2016
Assessment Committee Chair: Ruth Walsh **Date:** 01/09/2017