

**Course Assessment Report  
Washtenaw Community College**

| Discipline                                 | Course Number | Title                    |
|--|---------------|--------------------------|
| Art  | 102           | ART 102 11/21/2016-Color |
| 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: Develop ability to judge relative values of colors and the relationships between a set of colors.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Fall 2014
  - 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: 60% of the students will score a 4 of 5 or higher
  - Who will score and analyze the data: Departmental faculty will blind-score 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, 2014                  |                               |                              |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 32                     | 32                     |

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 is an on-campus studio course.

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

Student created a portfolio, which was assessed using 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

Assessment #1 - There were three skill sets assessed: color relativity, color spatial and transparencies, and the value of color. The outcomes are as follows: color relativity - 75% of the participants assessed met the standard of 4 out of 5; color spatial and transparencies - 66% of the participants assessed met the standard of 4 out of 5; and value of color - 75% of the participants assessed met the standard of 4 out of 5.

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

The majority of the students met or exceed the assessment standard. The strengths for all participants in ability to judge color is in the value area, which is a general overall strength for most humans in their ability to see light and dark. With good color vision and color instruction, most of the participants were able to recognize the color relativity, spatial, and transparency reactions of colors. For those who did not meet the standard those result were based on either some degree of color blindness among the participants, and/or incomplete portfolios submitted.

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.

Most students met the standard of success. However, the success rate could always be improved with stricter adherence to portfolio deadlines. Clearer incentives and deterrents could be implemented in the course syllabus.

Outcome 2: Create images in which a few colors are used economically to create a rich visual experience.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Fall 2014
  - 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: 60% of the students will score a 4 of 5 or higher
  - Who will score and analyze the data: Departmental faculty will blind-score 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, 2014                  |                               |                              |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 32                     | 32                     |

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 is an on-campus studio course.

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

Student created a portfolio, which was assessed using 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

Students completed portfolios based on images in which a few colors are used economically to create a rich visual experience and 94% of the participants assessed scored 4 out of 5.

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

The majority of the students met or exceed the assessment standard. The strengths for all participants in ability to create images in which few color are used is because they see many images through the use of logos daily in a normal course of life.

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.

Most students met the standard of success. However, the success rate could always be improved with stricter adherence to portfolio deadlines. Clearer incentives and deterrents could be implemented in the course syllabus.

### Outcome 3: Acquire manual skills with simple art materials.

- Assessment Plan
  - Assessment Tool: Portfolio
  - Assessment Date: Fall 2014
  - 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: 60% of the students will score a 4 of 5 or higher

- Who will score and analyze the data: Departmental faculty will blind-score 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) |
|-----------------------------|-------------------------------|------------------------------|
| 2014, 2015                  |                               |                              |

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

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 32                     | 32                     |

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 is an on-campus studio course.

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

Student created a portfolio, which was assessed using 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  
 Students were assessed on all portfolios submitted throughout the semester and 97% of all participants scored a 4 out of 5.

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

The ability to work manually with simple art material was achieved by 95% of the students assessed. This is the hallmark of any art studio.

- 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 continuance of the manual skills in studio art should guarantee the success of the assessment outcome.

## II. Course Summary and Action Plans Based on Assessment Results

- 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 is a critical course in all forms of visual art. Know how to implement color into design is critical to such fine art studies such as drawing, painting, ceramics, photography, graphic design and the video/animation programs. The outcomes were as expected. The success in the color class is contingent on personal student discipline and the physical ability to see color.

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

Assessment outcomes will be shared with the art area and the Humanities area at department meetings.

- Intended Change(s)

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

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

None

## III. Attached Files

### [ART 102 Assessment Data](#)

**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



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: ART 102  
 Course Title: Color  
 Division/Department Codes: HSS/HUM
  
2. Semester assessment was conducted (check one):  
 Fall 2010  
 Winter 20\_\_  
 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.  
**22 were enrolled in the course, 17 students completed the course, and all 17 students were assessed.**
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*  
**Not all students completed the course – some changed to audit. Selection was based on all students who submitted projects at the end of the course. Of those, all students were assessed.**

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
*N/A*
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*  
**The first outcome on the master syllabus was not assessed because the portfolio collected did not contain information about this outcome. This outcome will require either an oral or written test or a transcription of a classroom critique to assess.**
  1. **Identify which characteristics of color interactions can be observed objectively and which are subjective.****Outcomes 2 and 3 were assessed according to the plan.**
  2. **Create images in which a few colors are used economically to create a rich visual experience.**
  3. **Acquire manual skill with simple art materials.**
  
3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

**60% of students assessed will score a 4 (of 5) or above.**

**This is a relatively high standard of success for a smaller percentage of the class than is usual. This was chosen because this course is the most challenging class we offer in the art area at WCC, and student**

*logged 10/14/11 sjv*



**COURSE ASSESSMENT REPORT**

*success in this class is an indicator for later career success. Any less achievement in the class would indicate that the student is not prepared for advanced level artistic work at a four-year institution.*

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. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

*Data was collected using two artworks from each student. The rubric posed three questions, the first two of which apply to Outcome #2 and the third applies directly to Outcome #3. For question #1, 59% of students scored 4 or above. For question #2, 63% of students scored 4 or above. Thus, we are either just below or meeting our target for Outcome #2. For question #3, 53% of students scored 4 or above. This is below the target for Outcome 3. The average of all questions is 53% of students scoring 4 or above. See rubric and formula attached.*

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

*Strengths: The students scored the strongest for Outcome #2, and with that, they scored the strongest on analyzing and recreating a Master painting. A slightly higher percentage of students scored 4 or above on the second question that addressed Outcome #2, but the overall average score was lower. This is probably the most challenging aspect of the course to both teach and learn, and thus, it would be expected that scores would be slightly lower in this area.*

*Weaknesses: The greatest weakness was with Outcome #3: craftsmanship. Poor craftsmanship can affect the quality for Outcome #2 and is also of concern in and of itself. Ways to address this weakness will be addressed in the revision of the master syllabus.*

*The assessment process was difficult because it was not possible to blind-assess the artwork. There are only 2 other people in Ann Arbor that I know who could assess this course, and they don't work at WCC.*

**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. *(If students met all expectations, describe your plan for continuous improvement.)*

*An assignment to specifically address craftsmanship (Outcome #3) will be added to the master syllabus, and requirements for making craftsmanship a stronger component of evaluation of student work will be made in the evaluation portion of the master syllabus.*

*To address the slight weakness indicated by the assessment of Question #2 as part of Outcome #2 assessment, the next assessment process will include a before/after comparison of free studies by each students in order to assess student growth in this area.*

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: Changing Outcome #1 so that it can be assessed without imposing a written test that does not correspond to regular classroom activities. The most objective component of color articulation is with judging the relative value of color relationships. We can assess the students' ability to judge this by examining the structured exercise: Transformation to Another Key. We can reword the outcome this way:*

**Develop the ability to judge relative values of colors and the relationships between a set of colors.**

- b.  Objectives/Evaluation on the Master Syllabus

*Change/rationale: Course objectives need to be updated to reflect the changes to the student learning outcomes.*

**COURSE ASSESSMENT REPORT**

- c.  Course pre-requisites on the Master Syllabus  
Change/rationale:
- d.  1<sup>st</sup> Day Handouts  
Change/rationale: **Indicate a high standard for craftsmanship in the evaluation process to encourage greater student attention to this aspect of the course.**
- e.  Course assignments  
Change/rationale: **Create an assignment that specifically builds greater attention to craftsmanship.**
- f.  Course materials (check all that apply)
  - Textbook
  - Handouts
  - Other:
- g.  Instructional methods  
Change/rationale:
- h.  Individual lessons & activities  
Change/rationale:


3. What is the timeline for implementing these actions? *The next master syllabus revision within one semester. The next semester for changing the first day handout and assignments.*

**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. *Relatively effective. As was seen, Outcome #1 was not assessable using the portfolio, so was not assessed. Changes to assessment as described above will be made in the next master syllabus.*
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments. *Revising Outcome #1 and adding an assessment plan to revise it during the next assessment.*
- 3. Which outcomes from the master syllabus have been addressed in this report?  
All \_\_\_\_\_ Selected **#2 and #3**  
If "All", provide the report date for the next full review: Fall 2015  
If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

**Submitted by:**

Print: Elaine S. Wilson  
Faculty/Preparer

Signature 


Date: 10/03/2011

Print: Dena Blair  
Department Chair

Signature 

Date: 10/6/11

Print: Bill Abernethy  
Dean/Administrator

Signature 

Date: 10/11/11