

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Art (inactive)	112	ART 112 05/29/2019-Basic Design I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities (inactive)	Jill Jepsen
Date of Last Filed Assessment Report		03/02/2014

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 112: Basic Design I was assessed Fall Semester 2013.

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

The last assessment included data from four semesters (W 2012, S/SU 2012, F 2012, W 2013). All five 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 did include that the students' motivation to complete the labor intensive assignments greatly diminished around mid-semester. After midterm, their energy returns and the quality of the work improves for the final assignments.

No intended changes were included on this report.

II. Assessment Results per Student Learning Outcome

Outcome 1: Work productively and creatively within a framework or limitation.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2018

- 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 all students will score at 3.5 out of 5.0 or above.
- 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)
2016	2018	2016

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

# of students enrolled	# of students assessed
45	39

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students (in all sections) that did not withdraw or stop attending the course completed 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 one afternoon, one evening and a spring/summer course. 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 on productivity through a Participation Rubric completed by the instructor at the end of the semester. Areas of assessment included: Problem Solving, Focus & Time Management, Preparedness, and Critique-Deadlines.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
Standard of success is 70% of all student population will score 70% (3.5) or higher for this outcome. 100% of the students assessed scored above 70% for learning outcome #1. The mean for outcome #1 is 4.73 (94.6%).

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

All students understood that as part of the design process there is time, material and cost limitations that need to be met creatively.

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 time organization, meeting deadlines, material and cost constraints relevant not only to this course but in the design industry.
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Outcome 2: Create works that articulate a clear relationship between the individual elements of a design and the sense of the whole, stressing unity with variety.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2018
 - 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 all students will score at 3.5 out of 5.0 or above.
 - 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)
2016	2018	2016

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

# of students enrolled	# of students assessed
45	40

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 completed 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 one afternoon, one evening and a spring/summer course. 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 rubric based on a creative problem that involved building relationships with elements of art and establishing unity and variety in the final design. 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
Standard of success is 70% of all student population will score 70% (3.5) or higher for this outcome. 100% of the students assessed scored above 70% for learning outcome #2. The mean for outcome #2 is 4.74 (94.8%).

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

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 integrate unity and variety in the design process. We will stress the whole over the individual parts in all projects throughout the semester.

Outcome 3: Create works that demonstrate economy of means.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2018
 - 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 all students will score at 3.5 out of 5.0 or above.
 - 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)
2016	2018	2016

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

# of students enrolled	# of students assessed
45	40

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 completed 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 one afternoon, one evening and a spring/summer course. 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 rubric based on a creative problem completed during the course that involved creating two simple designs with figure (black) and ground (white) shapes. Areas of Assessment: Figure Ground Fluctuation

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Standard of success is 70% of all student population will score 70% (3.5) or higher for this outcome. 100% of the students assessed scored above 70% for learning outcome #3. The mean for outcome #3 is 4.72 (94.4%).

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

Students demonstrated the concept that less is more by creating simple designs and complex results with both material and time limitations.

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 experimentation and play to explore many possibilities before settling in on a final design that focuses on less is more.

While the standard of success was met, some students did not complete the second half of this creative problem. Adjusting the medium and materials may offer more opportunities for exploration and designs that demonstrate an economy of means.

Outcome 4: Acquire motor skills with simple tools in working with simple materials.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2018
 - 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 all students will score at 3.5 out of 5.0 or above.
 - 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)
2016	2018	2016

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

# of students enrolled	# of students assessed
45	41

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 completed 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 one afternoon, one evening and a spring/summer course. 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 rubric based on a creative problem completed during the course. This involved activating a background by repeating a single

mark with a traditional pen holder, pen nibs and ink. Areas of Assessment: Surface Movement Assignment

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Standard of success is 70% of all student population will score 70% (3.5) or higher for this outcome. 100% of the students assessed scored above 70% for learning outcome #4. The mean for outcome #4 is 4.68 (93.6%).

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

Using simple and traditional art materials, students carefully controlled and manipulated the drawing tools which created visual movement in the design.

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.

Faculty will continue to stress the exploration of materials and marks with traditional art materials to create designs and strengthen/maintain fine motor skills.

Outcome 5: Recognize the visual and tactile qualities of a variety of materials and apply these to textural possibilities.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2018
 - 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 all students will score at 3.5 out of 5.0 or above.
 - 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)
2016	2018	2016

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

# of students enrolled	# of students assessed
45	42

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 completed 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 one afternoon, one evening and a spring/summer course. 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 rubric based on a creative problem completed during the course. This involved comparing and contrasting found textures as compact surface studies. Areas of Assessment: Matiere Studies

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Standard of success is 70% of all student population will score 70% (3.5) or higher for this outcome. 100% of the students assessed scored above 70% for learning outcome #5. The mean for outcome #5 is 4.79 (95.8%).

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

One or more matiere studies were submitted and critiqued each week for three weeks. Over time, students became more sensitive and aware of the visual and tactile connections made between various materials.

- 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.

With immediate design solutions available through technology, the desire to explore and play with visual and tactile surfaces has become limited. Faculty will continue to stress the importance of textures and their connections and relationships with other objects as part of the design process. Length of time spent on this project may be adjusted to increase student interest and engagement.

III. Course Summary and Intended Changes Based on Assessment Results

- 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. No intended changes were recorded.

- 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?

No. The students are very successful in meeting the outcomes for this course. However, students continue to lose motivation and interest working on labor intensive projects. In keeping up with current design trends, restructuring some current and introducing new projects may spark more interest in the design process.

- 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.

- 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	The detailed rubrics will provide a more accurate assessment of the learning	2020

	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.	outcomes created for this course.	
Course Assignments	Restructure/reorganize past and introduce design assignments in Basic Design I course. This will include exploring new mediums and materials.	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.	2020

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

6.

III. Attached Files

[ART 112: ASSESSMENT DATA](#)

[ART 112: ASSESSMENT RUBRICS](#)

Faculty/Preparer: Jill Jepsen **Date:** 05/30/2019

Department Chair: Allison Fournier **Date:** 06/04/2019

Dean: Kimberly Jones **Date:** 07/09/2019

Assessment Committee Chair: Shawn Deron **Date:** 08/19/2019

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art	112	ART 112 10/23/2013-Basic Design I
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: Recognize creativity to mean working productively within a framework or limitation.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2010
 - 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)
2012	2012, 2013	2012

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

# of students enrolled	# of students assessed
103	70

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 2D projects during the semester. We used a departmentally-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 is 66% of all student population will score 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 students clearly understood that within the field of 2D Design there are time, material, and cost limitations that have to be met creatively.

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 deadlines, material and cost constraints in every project given to the students in all sections.

Outcome 2: Create works that articulate a clear relationship between the individual elements of a design and the sense of the whole, stressing unity with variety.

- Assessment Plan
 - Assessment Tool: portfolio

- Assessment Date: Winter 2010
- 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)
2012	2013, 2012	2012

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

# of students enrolled	# of students assessed
103	70

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 2D projects during the semester. We used a departmentally-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 is 66% of all student population will score 70% (3.5) or higher

on the five projects.

89% of the students assessed scored above 70% (3.5) on all 5 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.

Most students grasped the idea of creating a design that emphasized the whole over the individual parts. The visual effects created unity with variety throughout their individual designs.

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 would like to raise the percentage outcome to 100% in this area, by introducing more examples of unity with variety earlier in the semester and then continuously apply the concept throughout all projects.

Outcome 3: Create works that demonstrate economy of means to gain the desired ends.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2010
 - 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)
2012	2013, 2012	2012

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

# of students enrolled	# of students assessed
103	70

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 2D projects during the semester. We used a departmentally-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 is 66% of all student population will score 70% (3.5) or higher on the five projects.

87% of the students assessed scored above 70% (3.5) on all 5 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 students understood the concept that less is more in creating a strong design when the student is met with material and time limitations.

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 would like the percentage of achievement for outcome #3 to reach 100% by stressing immediate responses to design problems through experimentation and thumb nail sketches.

Outcome 4: Acquire motor skills with simple tools in working with simple materials.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2010
 - 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)
2012	2013, 2012	2012

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

# of students enrolled	# of students assessed
103	70

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 2D projects during the semester. We used a departmentally-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: <u>Yes</u>
Standard of success is 66% of all student population will score 70% (3.5) or higher on the five projects.
94% of the students assessed scored above 70%(3.5) on all 5 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.

Almost 100% of the students achieved this outcome. It was a delight to see students, especially in the age group of 20-30, appreciate the opportunity to work with their hands and create manually constructed designs.

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 manually laid out 2D designs. The faculty will also communicate to the area High Schools the importance of strong fine motor skills that are only developed through traditional methods of creating art and design.

Outcome 5: Increase sensitivity to the visual and tactile qualities of a variety of materials. Relate these textural possibilities to new materials using both similarities and contrasts.

- Assessment Plan
 - Assessment Tool: portfolio
 - Assessment Date: Winter 2010
 - 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)
2012	2013, 2012	2012

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

# of students enrolled	# of students assessed
103	70

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 2D projects during the semester. We used a departmentally-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 is 66% of all student population will score 70% (3.5) or higher on the five projects.
84% of the students assessed scored above 70% (3.5) on all 5 projects for learning outcome #5.

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 grasped the sensitivities to visual and tactile qualities that occur naturally in a 2D design.

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 would like to see this percentage of achievement be 100% for this

outcome. The issue that faculty observe is that most students coming into the course see the material used as sub-standard, that is general material not used in a final design project. Also, most students coming into this class do not understand that they will be exploring design concepts and experimenting with everyday materials that will ultimately save time and cost to complete a successful design.

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?

No. It is the instructor's observance that certain assignments that involve the economy of means and sensitivity to visual and tactile qualities with materials greatly diminish when presented in mid-semester. The students do not seem to have energy or patience with labor intensive assignments. However after midterm, their energy seems to return and the quality of their work greatly improves.

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

At 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?
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III. Attached Files

[ART 112 Outcome Data](#)
[ART 112 Example Problem](#)
[ART 112 outcomes](#)

Faculty/Preparer: Belinda McGuire **Date:** 12/11/2013
Department Chair: Allison Fournier **Date:** 12/11/2013
Dean: Dena Blair **Date:** 12/16/2013

Assessment Committee Chair: Michelle Garey **Date:** 03/02/2014

COURSE ASSESSMENT REPORT

Background Information

I. Course assessed:

Course Discipline Code and Number: ART 112

Course Title: Basic Design

Division Code: HSS Department Code: HUM

II. Semester assessment was administered (check one):

Fall 2005__

Winter 20__

Spring/Summer 20__

III. Assessment tool used (check one):

Please attach a copy of the tool and scoring rubric used.

Portfolio

Standardized test

Other external certification/licensure exam (please describe): _____

Survey

Prompt

Departmental exam

Capstone experience (please describe): _____

Other (please describe): _____

Has this tool been used before?

Yes

No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

IV. Please list the section(s) in which this tool was administered:

section 01 _____ section 02 _____

V. How many students were assessed? 19

COURSE ASSESSMENT REPORT

Results

I. Briefly describe assessment results based on data collected for the course assessed, demonstrating to what extent students are achieving the learning outcomes as found in the master syllabus (see attached).
Please attach any data collected.

Out of 19 students assessed 13 scored at 3.5 or above. This is just over 66%. The assessment plan in Master Syllabus specifies that 75% of all students should score at 4 or above.

II. Based on the outcomes outlined in the master syllabus for the course assessed, did students meet expectations of the learning outcomes of that course?

- Yes
- No

Percentage of students meeting outcomes: 42%

III. What areas of strength and weakness in students' achievement of the learning outcomes of the assessed course (as stated in the master syllabus) did assessment results show?

Strengths: Craftsmanship and Presentation. Outcome number 4 : Acquire motor skills with simple materials.

Imaginativeness of Design. Outcome number 1: Recognize creativity to mean working productively within a framework or limitation.

Demonstration of Concept of Unity with Variety. Outcome number 2: Create works that articulate a clear relationship between the individual elements of a design and the sense of the whole.

Weaknesses: Economy of Means. Outcome number 3.

COURSE ASSESSMENT REPORT

Changes influenced by assessment results

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

Results of assessment will be shared with faculty teaching the class with and dialogue initiated about this outcome and what it means. One project assigned that was assessed did not seem to lend itself to achieving this particular outcome. This project will be dropped in favor of the other project assigned that had a better success rate. (There were three slightly different assignments that were used as final projects for the course—students were offered a choice. These projects were used as the assessment portfolio.)

With such a small number of students assessed, we are hesitant to recommend more substantial changes to course, until a second assessment can be conducted.

II. Identify any other 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.

Master syllabus

Description and rationale:

Curriculum

Description and rationale:

Course syllabus

Description and rationale:

X Course assignments

Description and rationale: As described above, one of the class projects used for assessment did not lend itself to the learning objectives and outcomes. It was too open ended for our students. We recommend dropping this project from the class, and substituting the project which more students successfully used to satisfy the objectives.

Course materials (check all that apply)

Textbook

Handouts

Other:

Description and rationale:

X Teaching methodology

Description and rationale: Making these outcomes for course more explicitly described and discussed in the context of the class. Both verbally and as criteria for evaluation of projects.

COURSE ASSESSMENT REPORT

<input type="checkbox"/> Other: _____ Description and rationale: _____ _____
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COURSE ASSESSMENT REPORT

Future plans

I. Was the assessment tool used effective in measuring student achievement of learning objectives for this course? If not, why?

The tool didn't even assess the 5th outcome for the class. During the next assessment we should probably look at several projects from the class, as this final project we used doesn't necessarily cover all the outcomes for the course.

II. If the assessment tool was not effective, what changes will be made in future assessments?

We recommend using several projects from the course for assessment so the widest number of outcomes can be assessed. In other words, rather than just using a portfolio of the final projects assigned in class, include several of the projects, so that the ones focusing on tactile materials can be assessed.

We also recommend that a slightly lower percentile be considered for success rate. We suggest 66% of students achieving at 3.5 or above is a better mark of success of the class. This is the percentil used in our other course assessment plans.

Submitted by:

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Date: April 20, 2006

Department Chair: Paulette Grotrian

Date: May 9, 06

Dean: [Signature]

Date: 05/16/06