Discipline	Course Number	Title
Art (new)	127	ART 127 12/03/2019-Life Drawing I
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Jill Jepsen
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   Yes

   The course was assessed May 2012.

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

   The last assessment included data from one semester (W 2012). Two of the three outcomes were successfully met. The standard of success for each outcome was 66% of students to achieve a 3.5 or higher.

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

   The action plan was to require a textbook on anatomy and drawing such as Robert Beverly Hale's, Anatomy Lessons of the Great Masters. This textbook was required for past semesters, but has not been required in the past two years due to the rotation of instructors teaching the course.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate skills in drawing using simple drawing media.

- Assessment Plan

    o Assessment Tool: Portfolio of drawings

    o Assessment Date: Winter 2015

    o Course section(s)/other population: all

- o Number students to be assessed: all

- o How the assessment will be scored: departmentally-developed rubric

- o Standard of success to be used for this assessment: 66% of the students must achieve a score of 3.5 or above.

- o Who will score and analyze the data: A departmental team of professionals 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)

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

# of students enrolled	# of students assessed
	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.

All students that completed both assignments, did not withdraw, or stop attending the course, completed this assessment in one section of Life Drawing I during the Winter 2019 semester.

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, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For each of the two drawing assignments, a rubric was used to assess the control of line and value to create convincing volumes and space. Areas of Assessment for Assignment 1 (line - pencil) included: control of contour line, use of breathing lines to describe interior/exterior edges, and use of cross contour lines to describe the surface of the human figure. Areas of Assessment for Assignment 2 (value – charcoal/conte') involved control of materials to develop a wide range of values to create convincing volume of the figure.

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 the students must achieve a score of 3.5 (out of 5) or above for this outcome. There were two assignments assessed and all 14 students completed both assignments. For assignment 1, 93% of students scored a 3.5 or above. For assignment 2, 57% of students scored a 3.5 or above. When averaged together, 93% of students scored a 3.5 or aboveib both assignments. Assignment #1 mean score was 4.49 (89.8%). Assignment #2 mean score was 3.58 (71.6%). Average mean for both assignments was 4.03 (80.6%).

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

Thirteen of the fourteen students demonstrated control of the graphite and charcoal/conte' stick drawing materials. Students who met this outcome can create volume and draw convincing human figures on paper.

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 the repetitive practice of using charcoal/conte' materials in classwork and homework. As a result, students will improve their skills developing convincing volumes in space.

Outcome 2: Demonstrate and apply concepts of volume, space and proportion as they relate to the human figure in its environment.

- Assessment Plan
    - Assessment Tool: Portfolio of drawings
    - 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 must achieve a score of 3.5 or above.

- o Who will score and analyze the data: A departmental team of professionals 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)

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

# of students enrolled	# of students assessed
	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.

All students that completed the assignment, 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, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For the one assignment reviewed, a rubric was used to assess the skill in developing volume of the human figure in a believable environment for it occupy. Areas of Assessment included the following: activating the entire page as part of the composition, connecting the figure to the background, using line and value/contrast to depict convincing volume and create a visual pathway for the viewer.

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 must achieve a score of 3.5 (out of 5) or above for this outcome. 71% of students scored a 3.5 or above for the assignment being assessed. The mean score for this assignment was 3.73 (74.6%).

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

In one completed drawing, 10 of the 14 students successfully demonstrated the necessary skills to observe and interpret the human form convincingly in a believable space. This drawing involved activating the entire composition, developing connections between the figure and its environment and controlling line and tonal gradations (value) to develop convincing volumes in space.

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 need to work an entire drawing to create convincing forms in a believable background. This involves maintaining stamina to complete the drawing. Building up layers of value in both the figure and ground shapes of a drawing will create a convincing environment for the human figure to live in.

Outcome 3: Demonstrate and apply knowledge of the basic anatomical structures of the human form germane to drawing the figure.

- Assessment Plan
    - o Assessment Tool: Portfolio of drawings
    - o Assessment Date: Winter 2015
    - o Course section(s)/other population: all
    - o Number students to be assessed: all
    - o How the assessment will be scored: departmentally-developed rubric
    - o Standard of success to be used for this assessment: 66% of the students must achieve a score of 3.5 or above.
    - o Who will score and analyze the data: A departmental team of professionals 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)

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

# of students enrolled	# of students assessed
	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.

All students that completed at least one of the two assignments, 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, face-to-face course on WCC's main campus during the Winter 2019 semester.

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

For each of the two drawing assignments, a rubric was used to assess the knowledge of basic anatomical structures of the human form when drawing the figure. Areas of Assessment for Assignment 1: the position of the figure, proportion of body parts and their relationship to one another, volume of the figure described through ellipses. Areas of Assessment for Assignment 2: the angles and position of the figure, proportion and relationship of body parts to one another, geometric structure of the figure described through cylinders.

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 must achieve a score of 3.5 (out of 5) or above for this outcome. There were two assignments assessed and all 14 students completed both assignments. For the 1st assignment, 79% of students scored a 3.5 or above. For the 2nd assignment, 71% of students scored a 3.5 or above. The average for both assignments was 71% of students scored a 3.5 or above. Assignment #1 mean score was 3.97 (79.4%). Assignment #2 mean score was 3.77 (75.4%). Average mean for both assignments was 3.87 (77%).

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

For both drawings, at least 10 of the 14 students successfully demonstrated the necessary skills to articulate and describe the structure of the human form. These drawings involved describing the figure's stationary or dynamic pose into basic shapes (ellipses, cylinders). The focus was on describing body parts in proportion while describing the volume of the figure in a specific pose.

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 include timed gestural drawings at the beginning of class time. This involves drawing at a quick pace while developing proportional body parts and volume to the figure. This quick, repetitive practice at the beginning of studio class time helps build awareness and accuracy of the anatomical structures of the human form.

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.

From the assessment results described above, there has been an increased focus on anatomy and the human structure by implementing some text references, online content and resources, and analyzing/drawing the skeleton.

The instruction varies semester by semester. Requiring a course pack or textbook and integrating this content with coursework would provide another means of learning the structure of the human form. This possible requirement will be discussed with current rotation of instructors teaching the course.

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?

No. Most students are very successful in meeting the outcomes for this course. Repeating drawing exercises offers many opportunities for improvement and success through practice.

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	Will gather embedded data from multiple semesters for the next assessment.	The data will present a much broader representation of student success in this course.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Possibly require anatomical drawing textbook and/or course pack as part of the course.	Students will have the opportunity to study and analyze the anatomical structure of the human form in a learning format other than through the practice of drawing.	2020

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

I was unable to select Winter 2019 as the assessment data was completed. I added this information in a following answer.

The instructor for this course often changes semester to semester. Future assessment results may vary slightly due to each instructor's requirements, instruction and student drawings submitted for assessment.

Nemanja Rosic gathered the data when he taught the course during Winter 2019. Jill Jepsen completed the assessment.

III. Attached Files

W19-ART 127 ASSESSMENT DATA
W19-ASSESSMENT RUBRIC SAMPLES

Faculty/Preparer: Jill Jepsen   **Date:** 12/03/2019
Department Chair: Jill Jepsen   **Date:** 12/05/2019
Dean: Scott Britten **Date:** 12/05/2019
Assessment Committee Chair: Shawn Deron **Date:** 02/03/2020

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
   > Course Discipline Code and Number: ART 127
   > Course Title: Life Drawing 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.   *?*   *x*

5. Indicate the number of students assessed and the total number of students enrolled in the course.
   36 Students assessed / 36 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.
   A prerequisite of ART 111 Basic Drawing I was implemented for all students enrolled in this course.

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

1. Acquire skills in drawing using simple drawing media.

   2. Acquire and employ concepts of volume, space and proportion as they relate to the human figure in its environment.

   3. Acquire and employ knowledge of the basic anatomical structures of the human form germane to drawing the figure.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.
   The standard of success for each outcome is for 66% of students to achieve at 3.5 or higher.

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.

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Outcome #1. This outcome is addressed by the question, consistent handling of Materials. On this question the average score was 3.5 overall. 19 out of 36 students (52%) scored a 4 or above. We believe that this is adequately meeting the standard of success for this outcome.

Outcome #2 This outcome is addressed by the first and third questions on rubric. On this question the average score overall was 3.5 and 3.4 respectively. For question 1 19 out of 36 (52%) of students scored a 4 or above. We believe that this is adequately meeting the standard of success for this outcome.

Outcome #3 This outcome is addressed by the third question on the rubric. On this question the average score overall was 3.35. 16 out of 36 students (44%) scored a 4 or above. We believe this does not meet the standard of success for this outcome, although it is not very much below the standard.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results.
   Strengths: **Students' areas of strength are in the skills and concepts of drawing the figure as outlined in outcome # 1 and #2. We believe that requiring students to have experience with general drawing prior to enrolling in ART 127 has greatly improved performance in this area.**

   Weaknesses: **Students' area of weakness is in the specific structural and anatomical information of the human figure. Since this material is specific to this course, and it is extremely challenging, it is understandable that this would be the area of weakness. We recommend that the focus of new assignments be placed on this area. It would also be useful if a textbook on this subject be required for students to purchase as a supplement to learning.**

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.

Requiring a textbook on anatomy and drawing such as Robert Beverly Hale <u>Anatomy Lessons of the Great Masters</u>

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: Increase focus on how to utilize knowledge of human structure and anatomy in
drawings.

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

   g. ☐ Instructional methods
      Change/rationale:

   h. ☐ Individual lessons & activities

COURSE ASSESSMENT REPORT

Change/rationale:

3. What is the timeline for implementing these actions? **These actions are recommended for Fall 2012and should be incorporated into the Master Syllabus when it is reviewed.**

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 were adequate.

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 2017**_____.

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

Submitted by:

Print:_____**Elaine S. Wilson**_____   Signature_____   Date: 05/02/2012
Faculty/Preparer

Print:_____   Signature_____   Date:_____
Department Chair

Print:_____   Signature_____   Date: MAY 07 2012
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
    Course Discipline Code and Number: **ART 127**
    Course Title: **Drawing I**
    Division/Department Codes: **HSS/HUM**

2. Semester assessment was conducted (check one):
    ☒ **Fall 2009__**
    ☐ 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/total number of students enrolled in the course.
    17/17

6. Describe how students were selected for the assessment.
    All students enrolled were involved

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.

    1. **Acquire skills in drawing using simple drawing media.**
    2. **Acquire and employ concepts of volume, space, and proportion as they relate to the human figure in its environment.**
    3. **Acquire and employ knowledge of the basic anatomical structures of the human form germane to drawing the figure.**

    4. 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.*

    Four drawings from each student were examined, two from the beginning of the course and two from the end of the course.
    The comparison of the before/after drawings were made in four areas, two relating to outcome #1 and one relating to outcome #2 and one relating to outcome #3.

65% of the Students achieved above the 3.5 minimum standard in all areas combined. The class average for all outcomes was above the minimum standard of 3.5, and for one of the areas of outcome #1, the class average was 4.13.

5. 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.*

Note: Standard of success is that 60% of students must achieve a score of 3.5 or above.

Outcome #1 50% of the students scored above a 3.5

Outcome #2 70% of the students scored above a 3.5

Outcome #3 65% of the students scored above a 3.5

6. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
Strengths: **Students were strongest in their ability to apply knowledge of structural forms (anatomy) to the development of the drawing and at creating an active volume in the space of the page.**

Weaknesses: **Students were weakest in their consistent handling of the materials and economy of means. This may be the result of a number of students taking this course, not having prior experience in a drawing class. This outcome is not related to drawing the figure per se, but is fundamentally about skill level in any kind of drawing.**

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.
   We recommend strengthening objective 1 in the Master Syllabus to make it more specific.

   We intend to institute a prerequisite of a grade of C+ in ART 111 for this course.

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: **Objective #1 relates directly to the first outcome where scoring is weakest. We recommend strengthening this objective to include exercises and drills to build skill with materials and the economy of means.**

   c. ☒ Course pre-requisites on the Master Syllabus
      Change/rationale: **We recommend a prerequisite of ART 111 with a grade of C+ or permission of the instructor. ART 111 is intended to introduce and build the skills that are outlined in Outcome #1.**

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

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

   g. ☐ Instructional methods

COURSE ASSESSMENT REPORT

Change/rationale:

      h. ☐ Individual lessons & activities
          Change/rationale:

3.   What is the timeline for implementing these actions? **The Master Syllabus will be revised in Winter of 2011.**   ✗

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. **We believe the assessment tools were very 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: **Fall 2012**

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

Submitted by:

Print:_Elaine S. Wilson_____   Signature_____ Date: 2/1/2010
      Faculty/Preparer

Print:_Paulette Grotrian_____   Signature_____ Date: 2/4/10
      Department Chair

Print:_Bill Abernethy_____   Signature_____ Date: FEB 0 8 2010
      Dean/Administrator

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