

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Art (new)	120	ART 120 07/29/2025- Portrait Painting and Life Drawing
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Humanities, Languages and the Arts
Faculty Preparer		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?

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Better integrate the conceptual geometrical concept with perceptual naturalistic concerns presented by a human model.

- Assessment Plan
 - Assessment Tool: A developed semester portfolio of student artifacts
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all
 - Number students to be assessed: all

- How the assessment will be scored: The Portfolio will be scored using a departmentally developed rubric: Additional Information: At the end of the semester the student will submit, in chronological order, his/her body of work accomplished during the entire semester. The instructor will score the work in terms of the overall quality of presentation, and the student's progress from the beginning of the semester to the end. The method of compensation for the student's work is a mixture of objective and subjective, left to the discretion of the instructor.
- Standard of success to be used for this assessment: 75% of the students will score an average of 75% (78 of 104) or higher on the portfolio
- Who will score and analyze the data: Departmental faculty will assess the portfolio. Work can be blind-scored.

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)
		2024, 2023

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

# of students enrolled	# of students assessed
35	20

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.

Students were included in the assessment if they completed the drawing assignments, completed this assessment and did not withdraw, decide to audit or stop attending the course. Approximately 25-30% of students audit or take this course as continued learning. Therefore, they may not have completed the assignment.

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 afternoon, face-to-face sections on WCC's main campus. This course is available only in the spring/summer semesters.

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 three drawing assignments, a rubric was used to assess foreshortening skills, the compositional relationship between positive and negative space, and the lighting effects of surfaces of the human figure to appear volumetric.

Areas of Assessment for Assignment 1 (foreshortened drawings) included: development of proportionate body parts, use of foreshortening skills, and use of line, light, and shadow to create volumetric and spatial forms.

Areas of Assessment for Assignment 2 (positive and negative space) included: defined areas of positive and negative space, a variety of sizes with both types of space, the figure making connections with the environment and background of the drawing, and the control of materials to develop a wide range of values to create a convincing volume of the figure.

Areas of Assessment for Assignment 3 (value drawing with direct light source) included: control of materials to develop a wide range of values accurately describing the human figure (or portrait), and convincing interpretation of a direct light source to suggest the volume of the figure (or portrait).

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

Met Standard of Success: Yes

The standard of success is 75% of the students will score an average of 75% (3 of 4) or higher on the portfolio. There were three portfolio assignments assessed.

21 student drawings were assessed for Assignment 1. 90% of students (19/21) scored a 3 or above, with a mean score of 3.48 (87%).

20 student drawings were assessed for Assignment 2. 100% of students (20/20) scored a 3 or above, with a mean score of 3.51 (88%).

19 student drawings were assessed for Assignment 3. 89% of students (17/19) scored a 3 or above, with a mean score of 3.52 (88%).

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

All student work demonstrated the use of geometric proportions to define the human figure. Students who met this outcome can translate geometric drawing techniques into natural and convincing human figures.

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 drawing practice of translating the human form from geometric shapes into naturalistic forms in student classwork and homework. As a result, students will master skills such as mapping the human pose as geometric shapes for accuracy, then translating the figure in a more naturalistic way.

Outcome 2: Develop individual creative expression, a clearer concept of fine arts, its primary rules and basic principles pertaining to the human figure.

- Assessment Plan
 - Assessment Tool: A developed semester portfolio of student artifacts
 - Assessment Date: Fall 2010
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored: The Portfolio will be scored using a departmentally developed rubric: Additional Information: At the end of the semester the student will submit, in chronological order, his/her body of work accomplished during the entire semester. The instructor will score the work in terms of the overall quality of presentation, and the students' progress from the beginning of the semester to the end. The method of compensation for the students' work is a mixture of objective and subjective, left to the discretion of the instructor.
 - Standard of success to be used for this assessment: 75% of the students will score an average of 75% (78 of 104) or higher on the portfolio
 - Who will score and analyze the data: Departmental faculty will assess the portfolio. Work can be blind-scored.

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)
		2023, 2024

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

# of students enrolled	# of students assessed
35	20

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.

Students were included in the assessment if they completed the drawing assignments, completed this assessment and did not withdraw, decide to audit or stop attending the course. Approximately 25-30% of students audit or take this course as continued learning. Therefore, they may not have completed the assignment.

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 afternoon, face-to-face sections on WCC's main campus. This course is available only in the spring/summer semesters.

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

For the two drawing assignments reviewed, rubrics assessed the student's knowledge of color and color mixtures, values needed, and the expressive use of color in human figure or portrait drawings.

Areas of Assessment for Assignment 1 (expressive use of color) include: Activating the drawing through the expressive use of color, using a value range to suggest convincing, volumetric shapes in space, and creating a visual expression for the viewer.

Areas of Assessment for Assignment 2 include: selecting a palette to achieve a wide range of colors and values that suggest convincing, volumetric shapes in space. The positive shapes make connections with the negative/ground space in the drawing.

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 75% of the students will score an average of 75% (3 of 4) or higher on the portfolio. There were two portfolio assignments assessed for Outcome #2.
19 student drawings were assessed for Assignment 1. 89% of students (17/19) scored a 3 or above, with a mean score of 3.46(87%).
20 student drawings were assessed for Assignment 2. 95% of students (19/20) scored a 3 or above, with a mean score of 3.55 (89%).

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

In both drawing assignments, at least 89% of the students assessed demonstrated the necessary skills to observe and interpret the human form convincingly using expressive and realistic color. The drawings involved activating the entire composition, developing connections between the figure, its environment, and the value gradations needed to establish convincing volumes in space.
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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.

We will continue instruction on color, its relationship to value, and expressive qualities available through a limited palette. We will include a presentation of contemporary artists using non-representational colors to create a volumetric figure/portrait.
Due to the complex nature of the human figure, students tend to focus on the figure first, then consider the background near the end of the drawing. Faculty will continue to stress working on an entire drawing, activating both the positive and negative space as part of the composition. This involves building up layers of value in both the positive and negative shapes at the same time.

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.

This is the first assessment for this course. No previous intended changes are available for review.
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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?

Overall, the course content meets the needs of the students. Most students are very successful in meeting the course outcomes. Continued practice with these drawing exercises offers many opportunities for improvement and success.

The course outcomes and objectives will be updated to reflect the current study of the human figure and portraiture.

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
Outcome Language	Outcomes will be updated in the master syllabus to reflect current standards in life and portrait drawing.	Current outcome language is outdated and difficult to interpret/understand.	2026
Objectives	Objectives will be updated to reflect current standards in life and portrait drawing.	Current objective language is outdated. Many objectives are abstract and not measurable.	2026
Pre-requisite	The prerequisite course will be ART 111: Basic Drawing I. Reading and writing level at 6.	The current pre-requisite course (ART 101: Intro. to Studio Art) focuses on drawing for 2-3 weeks, which limits the drawing techniques and vocabulary needed before ART 120. Reading and writing levels at 6	2026

		ensure students can reference the assignment directions, review completed rubrics, and comments in Canvas for continued success.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	An updated required supply list includes many materials already available in the ART 127/129 kit. The current materials used in the course allow students to explore additional media and color.	Required supplies and textbook listed on the master syllabus are outdated and not cost-effective for our students.	2026
Other: Assessment Drawing List	An updated list of drawing images will be provided to the instructor each semester. The visual archive of these drawings will be used for the next assessment.	The drawings will more closely align with specific outcomes and objectives.	2026

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

With the master syllabus update and drawing list for assessment, future drawings should be more streamlined and (more clearly) align with the outcomes and objectives for this course.

ART 120 is an extension of the ART 127 and ART 129 courses with a focus on portraiture and color. Approximately 25 – 30% of students audit and/or approach the course as continued learning. This may explain the gap between the number of drawings assessed and the number of students enrolled.

III. Attached Files

[ART 120 - ASSESSMENT DATA](#)

Faculty/Preparer:

Jill Jepsen

Date: 07/29/2025

Department Chair:	Jill Jepsen	Date: 07/29/2025
Dean:	Anne Nichols	Date: 07/30/2025
Assessment Committee Chair:	Jessica Hale	Date: 04/01/2026