

ART & ARCHITECTURE DEPARTMENT

Unit-Level Assessment Liaison Report

Spring 2016

Liaison Project Start Date (Semester/Year): Spring 2016

Liaison Report prepared by Jess Bader

Department Buy-In and Outcome Definition

In recent semesters there has been interest among some in the Department of Art and Architecture about assessment. Those who have taken an interest in studying assessment began discussing the possibilities of assessing specific disciplines. Out of these conversations, it was decided that Art 196 (Beginning Ceramics), would be ideal to create an assessment tool because there are four sections offered each semester. It was also determined that a coordinating assessment tool for Art 197 (Advanced Ceramics & Sculpture) would be valuable to study the skills that are reintroduced at that level and developed at that point in the student's art education experience.

Art faculty determined that I (as the unit-level liaison, filling in this role during Prof. Paul Wandless' sabbatical) would develop an assessment tool for the Art 197 Advanced Ceramics class, working with the student learning outcome "Construct projects that demonstrate advanced technical skills in the manipulation of clay." This SLO aligns well with the potential program level outcome "Demonstrate competence in the application of a broad range of technical skills for the fine arts disciplines with appropriate tools, materials and mediums."

In addition to developing this particular assessment, I also worked to encourage intra-departmental dialogue around assessment. I had an opportunity to work with the Department of Art & Architecture (DAA) instructors who conduct assessments in beginning drawing and two-dimensional design, and we had various discussions about the importance of assessment. Out of these conversations, I encouraged the instructors to attend the professional development day on April 8th that had so much great information about assessment. The two teachers in the DAA that I recommended attend the professional day did! We all agree that the April 8th meeting was a conduit to start the conversation and offer a great resource for teachers who want to know about assessment.

Assessment Research and Design

The Department of Art and Architecture has the perspective that we offer a 2-year foundations program that emphasizes skill development. It was for this reason that the student learning outcome “Construct projects that demonstrate advanced technical skills in the manipulation of clay” was an appropriate SLO to use as a basis for the assessment tool.

The Art 197 special section: “The Potter’s Wheel” focuses on creating thrown objects on the Potter’s Wheel. The assessment this report focuses on examines this skill set. When one creates or throws an object on the potter’s wheel, almost every form begins as a cylinder. Beginning with a cylindrical form helps control the vessel’s wall thickness, proportions, and affects how well crafted the object is. Because this is such an important form and is the basis for most objects created on the wheel, it was thought it would be an ideal focal point for this assessment.

Once it was established that the cylinder would be used as the artifact for skill assessment of students, the rubric needed to be configured. To begin, a list was developed based on what were important parameters – height, width, wall thickness, bottom thickness, base, rim and craft. After these criteria were identified, a detailed rubric and corresponding point system were created so that the cylinders could be assessed uniformly by multiple instructors in the future (Appendix A).

It was intended that the point system would establish if the student had exceeded the outcome - 4 points; met the outcome - 3 points; demonstrated room for growth toward the outcome – 2 points; or not met the outcome – 1 point.

III. Pilot Assessment Tools and Processes

The pilot has not officially been run, but the intention is to do so in the Fall of 2016. The process involves the created rubric and each student having 2 hours and 5 pounds of clay. It is with this amount of material and time that a student would have the time and materials to create an ideal cylinder for their level of expertise. This pilot will be conducted at the end of the Fall 2016 semester.

IV. Administer Specific Assessment

This pilot will be conducted in one section of ART 197 special section: The Potter’s Wheel at the end of the 2016 Fall semester.

V. Data Analysis

It is hopeful that this will yield data that will enable us to look at how students are developing their ceramics skills as they move through the Ceramics program.

VI. Supporting Evidence-Based Change (Use of Findings)

In Fall 2016 the Art 197 Special Section: The Potter's Wheel assessment pilot will run for the first time in one section. The results of the 197 assessment pilot will be available for the Department of Art and Architecture and the Assessment Committee for the beginning of the Spring 2017 semester.

Success Factors

The success of assessment efforts at the college and within the department of Art & Architecture has been very good this semester. At the department level, colleagues and I continue to discuss what assessment is and how we can use it to create a better program by studying what students are learning.

At the college level, the professional day in April was a tremendous resource for seasoned and new faculty of all disciplines. Even in having a conversation with Chair Middleton of the CCC Board he expressed how much he liked the work of assessment because the data is so specific about student learning and comes from a broad range of our student population compared to other groups of measurement such as the IPEDs.

Recommendations

The next part of the sequence for the 197 pilot is to run it in the Fall of 2016. The data will be reviewed and shared with the rest of the faculty during a regularly scheduled department meeting for the Department of Art and Architecture in Spring of 2017

APPENDICES: ART & ARCHITECTURE DEPARTMENT

Appendix A: Art 197 Advanced Ceramics Assessment Rubric Instructions

Cylinder measurements and requirements for 5 lb clay: *Height:* 8 inch (minimum); *Width:* 4 inch (minimum); *Wall Thickness:* $\frac{1}{4}$ inch on top and can taper out to $\frac{3}{8}$ inch at bottom; *Bottom Thickness:* $\frac{1}{4}$ - $\frac{3}{8}$ inch; *Base:* 30- or 60-degree range; *Rim:* compressed; and *Craftsmanship:* smooth

Vessel will be cut in half with a wire tool to assess measurements.

| Rubric | 4 Exceeded | 3 Met | 2 Room For Growth | 1 Not Met |
|---------------|---|---|---|--|
| Height | over 10" height | 8" in height | 6" height | less than 4" height |
| Width | over 4"- 5" width | 4"- 5" width | 4" width | less than 3" width |
| Walls | less than $\frac{1}{4}$ " in width on top less than $\frac{3}{8}$ " at bottom | $\frac{1}{4}$ " width on top $\frac{3}{8}$ - $\frac{3}{4}$ " at bottom | $\frac{1}{4}$ " up to $\frac{3}{8}$ width on top $\frac{3}{8}$ " up to 1" at bottom | more than $\frac{3}{8}$ " width on top more than 1" at bottom |
| Bottom | less than $\frac{1}{4}$ " in thickness | between $\frac{1}{4}$ " - $\frac{3}{8}$ " thickness | between $\frac{3}{8}$ " - $\frac{1}{2}$ " thickness | more than $\frac{1}{2}$ " thickness |
| Base | 40 - 50 degree bevel | 30 or 60 degree range bevel | 10 or 80 degree range bevel | Did not trim |
| Rim | Compressed and level | Compressed and slightly uneven | Not full compressed and uneven | Not compressed and uneven. |
| Craftsmanship | Inside/outside surfaces are smooth, no slurry present, cleanly cut bevel | One of the surfaces are smooth, marginal slurry present, uneven cut bevel | Neither surface is smooth, slurry present, jagged cut bevel | All surfaces are rough, or textured, lots of slurry present, jagged or uncut bevel |