

## 2020 – 21 Departmental Assessment Plan

<b>Department/Program/Unit:</b> Art	<b>Date:</b> 8.21.20
<b>Related: University Goals/Outcomes:</b> Analysis    Appreciation    Knowledge    Select	
<b>Members involved with development of Plan:</b> Bockelman, Boggs, Groth, Nix, Robson	
<p><b>Departmental/Program/Unit Student Outcome:</b> <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i></p> <p><b>State as follows: Students should be able to [action verb] [something].</b></p> <p>Use the Potter's wheel to center clay then throw/pull a clay cylinder that is six inches high and three inches wide with a bottom and walls that are 3/8ths to 1/4 inch thick, and a flat bottom by using the method of pulling clay.</p>	
<p><b>Background:</b> <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i></p> <p>Ceramics is a foundation course for the Studio Art, Art Education and Art Therapy programs within the art department. Using the potter's wheel is a foundational level skill for work in ceramics. Choosing to assess Ceramics brings a level of objective inquiry and assessment to a discipline that is often seen as an objective endeavour.</p>	
<p><b>Question:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i></p> <p>What percentage of students who take Ceramics are able to learn how to use the potter's wheel at a minimum acceptable level?</p>	
<p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>1. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i>  Photographs of student work that demonstrate student performance in meeting the prescribed goal from throwing a six inch cylinder. As well as some sample projects will be collected. <ol style="list-style-type: none"> <li>a. <i>How does this data address the assessment question?</i> The photographs and projects will be visual and actual examples of completion of the goals. (Note when clay is thrown on the wheel it is wet and as it dries it will shrink. This may cause any phsycal projects collected to later be smaller and shorter than the prescribed goal) <ol style="list-style-type: none"> <li>i. <i>Include/attach a description/example of assessment tool to be used.</i></li> </ol> </li> </ol> </li> <li>2. <i>How will data be collected?</i> Actual work and photo documentation</li> </ol>	
<p><b>Analysis of Artifacts:</b> <b>PERFORMANCE CRITERIA*</b> - <i>Discuss:</i></p> <ol style="list-style-type: none"> <li>1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> See attached scoring rubric.</li> <li>2) <i>How you will know if it is good (i.e. score required by % of students):</i> We would like to see at least 80% of students to meet or approach the standard in all categories.</li> </ol>	
<b>Submitted by:</b> Don Robson <b>Date:</b> 9.16.20 <b>Assessment Committee Reviewed (Date):</b> 9/30/2020	
<b>Department Chair notified of approval/or additional action needed:</b> Approved 10/27/2020	