

2020 – 21 Departmental Executive Summary

Department: Art	Date: 5/11/21																								
Members involved with analysis of artifacts: Art Department faculty																									
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) Student Outcome; b) Background; c) Question(s); d) Methodology																									
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - How was data analyzed? (attach rubrics/scoring tools if used). Cylinders were assessed using rubric, which is attached.																									
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): What percentage of students who take Ceramics are able to learn how to use the potter's wheel at a minimum acceptable level? 2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.) After working on the wheel by first learning to master the basic motions and stages of throwing (centering, opening, pulling, collaring) in making 50 cylinders of any height. Then students focused on making the desired cylinders. All students were able to achieve throwing one cylinder at 6 inches that was deemed A quality, but not all students made 15 cylinders of A quality. Instructor felt some students found it acceptable to take a lower grade on some cylinders since overall grade would still average an "A". The timeframe was correct. <table style="width: 100%; border-collapse: collapse;"> <tr><td>Student 1</td><td>13A 2A-</td><td>98%</td></tr> <tr><td>Student 2</td><td>13A 2A-</td><td>98%</td></tr> <tr><td>Student 3</td><td>12A 2A- 1B+</td><td>97%</td></tr> <tr><td>Student 4</td><td>15A</td><td>100%</td></tr> <tr><td>Student 5</td><td>15A</td><td>100%</td></tr> <tr><td>Student 6</td><td>15A</td><td>100%</td></tr> <tr><td>Student 7</td><td>12A 3A-</td><td>98%</td></tr> <tr><td>Student 8</td><td>11A 4A-</td><td>97%</td></tr> </table> 3). INTERPRETATION * - Discuss how the results answer the assessment question(s). The results were able to show that the lesson plan as constructed was able to get students so that they could throw multiple 6 inch cylinders that was of A quality. I believe the lesson plan might be modified to introduce a higher height of achievement in throwing a cylinder with a lower average height. 4). Observations made that were not directly related to the question(s). Working the basic skills without expectation of height and of wall thickness first greatly helps students achieve throwing cylinders for a particular height. I think most students were able to end up throwing taller cylinders, and overall their ability to throw other forms (bowls, cups, etc) was much better because of their mastery of the basic techniques. Further it was easier for instructor to refer back to basic steps and techniques when students had a working knowledge of how to do each step (centering, opening, pulling, collaring).		Student 1	13A 2A-	98%	Student 2	13A 2A-	98%	Student 3	12A 2A- 1B+	97%	Student 4	15A	100%	Student 5	15A	100%	Student 6	15A	100%	Student 7	12A 3A-	98%	Student 8	11A 4A-	97%
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Sharing of Results: When were results shared? Date: 5/11/21 How were the results shared? (i.e. met as a department) With Department Who were results shared with? (List names): Jim Bockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson																									
Discussion of Results –Summarize your conclusions including: 1. ACTION *- How will what the department learned from the assessment impact: a. Teaching: NA b. Assignment/course: NA c. Program: NA d. Assessment: Department will assess after fall semester. 2. IMPACT *- What is the anticipated impact of the ACTION * on student achievement of the learning outcome in the next academic year? Instructor is considering further refinement of throwing lesson to push students to make cylinders of greater height. 3. BUDGET IMPLICATIONS – Indicate budget requirements necessary for the successful implementation of the ACTION * none																									
If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.																									
What assessment questions related to the learning outcome would the program like to investigate in the future? Re-examine the question by refining throwing lesson to achieve goal.																									
Submitted by: Justin Groth	Reviewed by the Assessment Committee (date): 7/6/2021																								
Department Chair notified approved/additional action needed: Approved 7/6/2021 BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: None																									