Assessment Plan
Art 111 – Beginning Ceramics
10/24/07

Intended Student Learning Outcomes.

- Students of Art 111 will have an awareness and understanding of the vocabulary, concepts, and practices associated with the ceramic process.
- Students will utilize this knowledge in the production of ceramic objects over the course of the semester.

Assessment Process

- The Art 111 assessment process will utilize two methods to measure student learning. First, the students will be given an ungraded multiple choice test which will gauge their prior knowledge of the above vocabulary, concepts, and practices associated with the ceramic process.
- Since the understanding of this material is critical the each students ultimate success in the class, a graded comprehensive exam covering the same material will be given at the mid-term in order to evaluate student learning.
- Students of Art 111 will have to complete technically proficient projects that exhibit and exemplify their understanding of the above measured information. Evaluation of the implementation of these ideas would be on a case by case basis. For example, it would be possible to tally in how many instances student projects have exploded while being fired due to improper construction techniques inferring a lack of understanding of some or all of the tested material. In a very crude way, counting the number of student projects that explode (or vice versa are still in tact) could read as an indicator of student learning.

Disclaimer:

While the studio art faculty realizes and appreciates the institutional need for a mechanism designed to evaluate the outcomes of student achievement, the designing and administration of such objectively measurable outcomes is virtually impossible given the subjective and individual nature of the production, presentation, and analysis of student artwork. Where a particular level of achievement by one individual may infer a high level of accomplishment (for example, a student who has no prior experience in the given media or subject) versus the same level of achievement by another student with previous experience. We assume for example that beginning level studio art students may have had some exposure to various media types, but by and large lack the ability to think like mature, collegiate artists. Our courses are designed generally to provide opportunities for an individual to grow and develop into a budding, transfer ready student. The problem is that the type of information requested by the assessment committee as it relates to a studio art course, is so subjective, and so individual that to provide a systematic process for measuring it is antithetical to the entire process of learning as practiced by the studio art faculty. Unlike many other disciplines at the college most of what we do is not quantifiably measured. The things we are able to measure objectively are the least important in the development of young artists.