

Assessment Record for

Division of the Arts
Ceramics/Sculpture
(Department/Program)

2005-2007
(Period Covered)

Expanded Statement of Institutional Purpose

Mission: Lane Community College is a learning-centered community college that provides accessible, affordable, high quality, lifelong education through a comprehensive program that includes:

- Vocational/career preparation and retraining
- Skill upgrading
- Lower division transfer programs
- Personal development and enrichment, and
- Cultural and community services

Goal(s):

Goal 1-D: Lane will foster an effective learning environment and promote student success by: assessing student skill development; expansion of understanding and deepening of intellectual/artistic experience; evaluating/modifying instructional practices and support services; and developing a plan to address potential barriers to student success and retention.

Intended Student Outcomes

1. Craftsmanship and technique

2. Seeing skills, visual and design awareness

3. Demonstrate awareness of historical and contemporary context within which art exists

4. Learn and use proper ceramics, sculpture and design vocabulary

Assessment Development

Division of the Arts—Ceramics/Sculpture

(Division/Program)

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Intended Student Outcomes

1. First Outcome:

Craftsmanship and technique

1a. Where Outcome is addressed in curriculum:

- All Projects
- Test tiles
- Preliminary work (Sketches, research, maquettes)

1b. Methods and Criteria to assess outcome:

- Assessment and review of projects
- Individual critiques
- Group critiques

1c. Levels of expected performance:

- Students will create well crafted pieces utilizing various techniques
- These pieces will be developed using concept, research and preliminary materials testing

1d. Determine whom to assess:

- All students

1e. Schedule for assessment:

- Daily discussions in class to assess plans, progress, and guidelines for completion
- Review and critique each project upon completion

1f. Who will interpret results:

The Instructor

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Intended Student Outcomes

1. p 2 First Outcome continued:

1g. How will results inform teaching/learning and decision making:

1h. How and with whom will results be shared:

1i. How will program/division follow-up on implemented changes:

Assessment Development

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Intended Student Outcomes

2. Second Outcome:

Seeing skills, Visual and Design awareness

2a. Where Outcome is addressed in curriculum:

- All projects
- test tiles
- design work

2b. Methods and Criteria to assess outcome:

- assessment and review of each project
- Individual critiques
- Group critiques

2c. Levels of expected performance:

- Students create visually interesting, engaging, and unique pieces
- The will utilize 3-D and 2-D design principles including proportion, volume, shape , texture, line, and color.

2d. Determine whom to assess:

- All students

2e. Schedule for assessment:

- Daily assessment of plans, progress and timeline for completion
- review and critique upon the completion of projects

2f. Who will interpret results:

The instructor

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Intended Student Outcomes

2. p 2 Second Outcome continued:

2g. How will results inform teaching/learning and decision making:

2h: How and with whom will results be shared:

2i. How will program/division follow-up on implemented changes:

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Intended Student Outcomes

3. Third Outcome:

Demonstrate awareness of historical and contemporary context within which art exists

3a. Where Outcome is addressed in curriculum:

-Historical vessels project. Students select and research a particular historical vessel and then use it as a direct inspiration for their own, unique work.

3b. Methods and Criteria to assess outcome:

-Assessment and review of projects
-Individual critiques
-Group critiques

3c. Levels of expected performance:

Students will investigate and demonstrate an awareness of historical and contemporary ceramics through the production of innovative pieces using a variety of historically correct and appropriate techniques and processes.

3d. Determine whom to assess:

-All students

3e. Schedule for assessment:

-Daily assessment of plans, progress, and timeline for completion
-review and critique upon completion of project.

3f. Who will interpret results:

-The instructor

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Intended Student Outcomes

3. p 2 Third Outcome continued:

3g. How will results inform teaching/learning and decision making:

3h: How and with whom will results be shared:

3i. How will program/division follow-up on implemented changes:

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Intended Student Outcomes

4. Fourth Outcome:

Learn and use proper ceramics and design vocabulary

4a. Where Outcome is addressed in curriculum:

- All projects
- Test tiles
- preliminary work including sketches research, andmaquettes

4b. Methods and Criteria to assess outcome:

- Assessment and review of projects
- Individual critiques
- Group critiques

4c. Levels of expected performance:

- Students learn the proper vocabulary for the ceramic process and discussing design principles and the visual language.
- Students are required to use this vocabulary correctly as they discuss and critique the work in the group setting.

4d. Determine whom to assess:

- All students

4e. Schedule for assessment:

- Daily review of plans, progress ,and timeline for completion of projects
- Assessment and critique upon the completion of the projects

4f. Who will interpret results:

- The instructor

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Intended Student Outcomes

4. p 2 Fourth Outcome continued:

4g. How will results inform teaching/learning and decision making:

4h: How and with whom will results be shared:

4i. How will program/division follow-up on implemented changes: