

Assessment Record for

Division of the Arts
Weaving/Fibers
(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.Students will demonstrate competence with fundamental weaving/fibers techniques. Proficiency will increase with further coursework.

2.Students will gain an art historical and cultural perspective of the fiber medium and applications.

3. Students will learn about contemporary issues and artists in fiber art.

4.Students will learn the value of an artistic discipline and good craftsmanship.

Assessment Development

Division of the Arts—Weaving/Fibers

(Division/Program)

2005-2007

(Period Covered)

Intended Student Outcomes

1. First Outcome: Students will demonstrate competence with fundamental weaving/fiber techniques. Proficiency will increase with further coursework.

1a. Where Outcome is addressed in curriculum: This outcome is spelled out in the syllabus, in course focus and project descriptions, and detailed in handouts.

1b. Methods and Criteria to assess outcome: Outcome assessment is carried out in scheduled progress and final reviews; worksheet assignments indicate level of understanding and competence; successful completion of progressive tasks; evaluation of artistic merit and craft in the work. Retention of students in the fibers area is a measure.

1c. Levels of expected performance: Students are expected to progress from the initial skill level, to correct and learn from their mistakes, to build on their strengths.

1d. Determine whom to assess: All students are assessed each term.

1e. Schedule for assessment: This occurs with progress and final reviews.

1f. Who will interpret results: classroom instructor

Assessment Record for**Division of the Arts--****(Division/Program)****2005-2006****(Period Covered)****Intended Student Outcomes****1. p 2 First Outcome continued:**

1g. How will results inform teaching/learning and decision making: Effective teaching/learning activities will continue. When a lack of understanding or less-than-satisfactory work are evident with a group of students, then curriculum changes may be in order to increase comprehension and performance. These are assessed and addressed on a daily basis in class, during office hours, and at term's end.

1h: How and with whom will results be shared: Information is shared with department chair during instructor evaluations and as requested.

1i. How will program/division follow-up on implemented changes: As instructional content is modified, those implemented changes will be evaluated for efficacy.

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Intended Student Outcomes

2. Second Outcome: Students will gain an art historical and cultural perspective of the fiber medium and applications.

2a. Where Outcome is addressed in curriculum: The outcomes are stated in the syllabus, in course focus with samples, lectures, slides, reference material, handouts, and field trips.

2b. Methods and Criteria to assess outcome: Methods include classroom discussion, and design assignments with historical reference.

2c. Levels of expected performance: During reviews students will discuss their work in historical and cultural contexts, and will specify influential artists and practices.

2d. Determine whom to assess: All students are assessed each term.

2e. Schedule for assessment: This occurs at progress and final reviews.

2f. Who will interpret results: classroom instructor

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Assessment Record for**Division of the Arts**

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Intended Student Outcomes**2. p 2 Second Outcome continued:****2g. How will results inform teaching/learning and decision making:** Results will help determine future curricular foci based on interest and appreciation.**2h. How and with whom will results be shared:** as #1**2i. How will program/division follow-up on implemented changes:** as #1

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Intended Student Outcomes

3. Third Outcome: Students will learn about contemporary issues and artists in fiber art.

3a. Where Outcome is addressed in curriculum: Outcome is stated on the syllabus, is taught with samples, lectures, slides, reference material, field trips, guest artists, gallery artists.

3b. Methods and Criteria to assess outcome: Students will conduct research. There are class discussions, and reports of local exhibitions.

3c. Levels of expected performance: During reviews, students will discuss their work in the context of contemporary fiber art, and will specify influential artists and practices.

3d. Determine whom to assess: All students are assessed each term.

3e. Schedule for assessment: Outcomes are assessed at progress and final reviews.

3f. Who will interpret results: classroom instructor

Assessment Record for**Division of the Arts****(Division/Program)****2005-2006****(Period Covered)****Intended Student Outcomes****3. p 2 Third Outcome continued:****3g. How will results inform teaching/learning and decision making:** Results will influence course content, equipment purchase, and pedagogy.**3h: How and with whom will results be shared:** as in #1 & 2**3i. How will program/division follow-up on implemented changes:** as in #1 & 2

Assessment Development

Division of the Arts—Weaving/Fibers

(Division/Program)

2005-2006

(Period Covered)

Intended Student Outcomes

4. Fourth Outcome: Students will learn the value of an artistic discipline and good craftsmanship.

4a. Where Outcome is addressed in curriculum: This outcome is addressed throughout the curriculum. It is the foundation of art practice and art education.

4b. Methods and Criteria to assess outcome: Students' work will be evaluated in part on the discipline they invest in their projects, the attention to detail, the care and the time they put into their work.

4c. Levels of expected performance: Students who earn an A in class will demonstrate exemplary work habits.

4d. Determine whom to assess: All students are assessed each term.

4e. Schedule for assessment: This is ongoing and occurs during reviews.

4f. Who will interpret results: classroom instructor

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Intended Student Outcomes

4. p 2 Fourth Outcome continued:

4g. How will results inform teaching/learning and decision making: The results will influence teaching emphasis on good work habits.

4h: How and with whom will results be shared: as in #1, 2, 3

4i. How will program/division follow-up on implemented changes: as in #1, 2, 3