Liberal Arts Essentials Course Assessment Report

Course: Art 121-1, (Ceramics 1) Fall 2008

Writing Unit: No

Instructor: McCollum

Methods: Lab Experiment on Glaze Science, Course Evaluation Forms

LAE Category: Western Heritage

Goals:

1. Muskingum students will develop skills in perception, analysis and expression.

2. Muskingum student will acquire multiple and integrative approaches to lifelong learning.

A. Student Outcomes

<table>
<thead>
<tr>
<th>Learning Objective or Departmental Perspective</th>
<th>Number of students exceeding expectations</th>
<th>Number of students meeting expectations</th>
<th>Number of students failing to meet expectations</th>
</tr>
</thead>
</table>

1st Stream of Evidence

Lab Glaze Results 5 5 1

2nd Stream of Evidence

LAE Course Evaluation 4 3 2

B. Student Work Examined: 1st Stream

Summary of Tasks: Students developed a series of glazes from a base with variation of materials to change flux, refractory, and glass formers. In addition, the student established a working base, then added metallic oxides to the base for 3 color variations. The glazes were fired in an oxidation atmosphere to cone 5. Included in the process of achieving the goal, students developed ceramic test tiles, researched related glaze development, used technology to research, reviewed the use of glazes to in reference to other academic disciplines, reviewed the use of glazes used
in cultures other than their own, understood the relationship of glaze to a ceramic object in regards to art criticism, comprehended multiple points of view regarding aesthetics in glaze development, and presented all findings via a power point for presentation.

Break down of student achievement in task categories: 11 students in group.

<table>
<thead>
<tr>
<th>Task Category</th>
<th>Exceed exp</th>
<th>Meet</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed research</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2. Used computer for research</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3. Proven relationship of glaze making</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>To other academic disciplines (science)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Included research to view glaze Making by a culture other than your own</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>5. Comprehend glaze and art criticism</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Could appreciate group work environment</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>7. Presented ppt.</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Evidence: ppt of glaze testing: see appendix

LAE Course Evaluation - 2nd Stream of Evidence Results

Course id# 15264

2 forms filled out incorrectly of 11. 1 form was filled out for each goal, 1 form was left blank, 9 forms were completed using Goal s 1 and 3.

Summary

Goal 1

1. Arrive at new conclusions by

Synthesizing information in a new way 6 3

2. Examine information in novel ways
   To create new understandings 5 4

3. Investigate information and ideas
   By generalizing or explaining, to arrive
   At new conclusions 7 2

4. Use information and ideas through
   Hypothesizing to produce new
   Meaning and understandings 6 3
Student written statements: “This course has challenged me since the first day. As a course for my minor, it has challenged my thinking in a number of ways. I have become knowledgeable in all aspects of ceramics. This course has made me think and problem solve. I have had to stay on task throughout the semester to stay with the pace of the class and although at times the time and list of things being due were stressful, looking back I am very thankful, for this is one of the classes I have learned the most in while attending Muskingum. McCollum, you are a great professor and teach a great class.”

“‐great class”
“‐honest prof.”
“‐sometimes vague with notes we needed for final”

My concern is that these students did not fully understand that the evaluation was devoted to the LAE Glaze Project in harmony with the overall course work. It is evident that students felt they were successful in achieving goal 1. I agree that goal 1 was successful as this stream of evidence parallels my findings through the lab project.

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide examples or explanations for</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A wide range of problem situations in My everyday life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate a full and complex</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Level of understanding for a wide range Of problem situations in my future Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate problem solving Abilities that will be used in my everyday Life</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Provide explanations and reasons</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>For dilemmas that may arise in my Future Career</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Summary
Goal 3 with emphasis on group work was positive in my assessment and correlates in the student evaluations. Students work well in small groups when dealing with new and complex vocabulary and analysis of new information. The test group also felt that problem solving abilities increased by doing this project. This would be embedded in the LAE studio art courses as each course demands problem solving skills. The students are taught a system for solving visual problems which begins in the foundation courses and continues throughout the major.
c. Scoring Criteria

Criteria used to evaluate student performance

Rubric for each Task-Based on 4, 3, 2, 1

Above average expectations (4), average on expectations (3), below average expectations (2), failed to meet expectations (1).

1. Student completed research on art related topic: 3,4,4,3,4,4,3,4,3,3,1=36 or an average of 3.2 This indicates an above average success in use of research required for the student.
2. Use of technology or computer: 4,3,4,3,4,3,4,3,3,3,1=35 or an average of 3.18. This indicates an above average use of technology related to use of search engines used to locate information relating to the glaze making process for objective, other cultures, as well as relationship of other academic disciplines.
3. Relationship to other disciplines understanding: 2,3,3,2,4,2,4,3,2,3,1=29 or an average of 2.63. This indicates a lack of understanding of lab experiment to other academic disciplines.
4. Relationship to an outside culture: 2,2,3,2,4,2,4,3,2,3,1=28 or an average of 2.5. This indicates a lack of understanding of the lab experiment to other cultures. This is valid as the group did not study the ceramic art firing and glaze practices of alternative cultures.
5. To comprehend art criticism in relationship to glaze making: 3,2,3,3,4,2,2,3,1=29 or an average of 2.63. This indicates a lack of understanding of art criticism of the glaze surface on a work of art. One student successfully created a work of art designed for as a result of one of the glazes in his/her series.
6. Use of working groups: 4,4,3,3,4,3,4,3,2,3,1=34 or an average of 3.09. This indicates that the students responded to group work. This is in direct relationship to overall goal 3.
7. PowerPoint development: 4,4,4,4,4,4,4,3,3,1=39 or an average of 3.54. This indicates that students understand the technology and importance of using a ppt. to display their results to a professional audience.

D. Analysis and Reflection on the student learning outcomes:

1. Research by student: Instructor supplied information is critical. Student did well with specific web pages dedicated to ceramic materials.
2. Technology-Use of computer web sites and glaze calculation web related articles is successful.
3. Relationship to other academic disciplines: This lab experiment was not successful in relating other disciplines. My intention was to relate new information in ceramic art to High School or College Chemistry or intro to science materials courses. The results show that if important in the development of a student in a liberal arts college, a specific and fundamental schedule of interdisciplinary courses must be established versus the current LAE selection process.

4. Significance to other cultures: As in #3, this area addresses the need for LAE students to see a relationship of cultures other than their own to the overall development of a liberal arts education. Suggestion is to begin an analysis of importance of LAE education beyond the Freshman Core.

5. Art Criticism: Did the student develop an understanding of art criticism through completing this project within the course? Partially. 1 Student did complete the intention of the project by applying his glaze to a created ceramic piece of art which formally worked in an art criticism sense. The other nine students exceeded the time frame of one term while 1 student failed to complete any of the project.

6. Group Research: Students worked in small groups of 3-4. This was very helpful to the students and the success of the project as they checked each other’s performance and understanding of the raw materials used in the experiment. Included in the project: Various Feldspars, Clays, and Metallic Oxides.

7. Power Point: The students created a power point for the results of the entire course as is standard practice in all 3 d art courses and included their results of the particular experiment. See ppt.

How to improve this process:

1. Review relationship of course work to other academic disciplines. Advise that this course process be delayed after student completes basic chemistry course. Advise that student takes chemistry course if an emphasis of three dimensional art is a major direction.

2. Examine the LAE to judge need for courses to be taken in a specific order in relationship to the major. Art Department will make suggestions in advising sessions to students.

3. Simplify process by deleting: relationship of other cultures and relationship of art criticism to the course. These two learning objectives can be met in the overall Art Major in harmony with the BA LAE objective over a four year period.

E. Personal Reflections on the Assessment Process in the art studio

In studio art courses, the assessment process is better measured in the major over a several year span. It is difficult to measure in a beginning course. As an LAE, ceramic art 121 for majors and non majors is assessed in success to completing specific research, use of technology, relating course work to other disciplines, and recording findings. The specifics of the course is
the material and methods used in the creation of ceramic art work. Students still need a stronger understanding of general college practices and a solid foundation year. As a school of art, we have provided a solid foundation year and a proper sequencing of courses for the past three years. We will continue to develop assessment tools for the art program and measure the overall development of student success.

The future for the art department:

- Measure the 5 essential areas of artistic development: Art Research, Technology use, Relationship of Art to other Academic Disciplines, Relationship of Art to Global Culture, and the essentials of Art Criticism.
- Measurements with objectives reviewed in annual meeting with student.
- Develop rubric for criteria.
- Report information to education department.
- Use same tool of measurement for studio art student, art history, and art education.