

FINE ARTS DIVISION: CERAMICS
STUDENT AND PROGRAM LEARNING OUTCOME DIALOGUE DAYS
FALL 2019

Instructors present: Brittany Mojo, Teri Sanders-Brown, Mike Norton

1. What methods of assessment are currently being used to measure student learning outcomes? Describe the assessment tools listed below and include others as necessary. How effective do you feel your assessment methods and tools have been in measuring SLOs?
 - a. Exams

Exams are given in some of the part-time courses as a means of learning ceramic terminology. For the majority of the coursework, critique is treated more like the exams.
 - b. Projects/Assignments

Projects and Assignments/Exercises are given throughout the course of the semester to cover specific SLO criteria. In the case of ceramics, various methodologies are paired with critical thinking tools. Evaluation of these projects provides evidence of success in the technical and conceptual grasps of each assignment. These projects also prepare the students for secondary courses and 4-year transfer curriculum. Brittany uses rubrics as clear numerical assessment of each student's works and is encouraging other instructors in the area to employ a similar evaluation process.
 - c. Written Assignments

All students who move through the ceramics area have at least one written component. This is either research-based, gallery-based, or an artist statement. Research for each assignment is encouraged and evaluated in Brittany's courses.
 - d. Capstone Project/Portfolio

We spoke about a few ideas in reaching the program's goals of arriving at a succinct portfolio for the student's interested in moving onto an art school, or create a body of work. Developing assignments with clear technical boundaries but explore personal aesthetics and interests, exposing students to the notion of a body of work through lecture and artist introductions, critique of multiple assignments as a unit, and the incorporation of sketchbook research through printed matter and images are all ways we are aiming to contribute to the students' individual interests and encouraging portfolio works.
 - e. Sketchbook

Sketchbook assignments are weekly assignments. Each project is accompanied by drawings, ideas, and research available to the instructors through research. The evaluation of these pages varies from assignment to assignment but are a critical part of the grading process. Some

instructors require students to print two new images of artworks/artists a week, developing a visual catalogue of the student's conceptual and aesthetic interests.

f. Other

Exercises are a valuable way of introducing easier techniques through both collaborative and individual work. These are credit/no credit assessments that are there to foster classroom culture and belonging, as well as introduce simpler techniques in a fun and exciting way. The low stakes nature of the exercises allow students to feel less pressure and act intuitively.

2. Is there another assessment method or tool that you feel would be more effective in measuring student learning outcomes? If so, what is it and what challenges do you anticipate in implementing it in your program or course?

The development of rubrics for each section of the ceramics' program courses will allow for us to have a better understanding of the evaluation process of each other's instruction; is it working? Are the students learning what they need to in order to move on to more advanced classes? The rubric will allow us to have definitive numbers to assess our success as instructors in the classroom.

The rubric and various other assessment methods like a portfolio review or individual and group critiques can be challenging in a lot of ways. It is difficult to put hard numbers on subjective content. Encouraging the instructors to develop a rubric for technical aspects of the work as well as the assessments of concept development are ways to work around the subjectivity issue.

3. How were your student learning outcomes originally created? Do you regularly review, discuss, or revise your SLOs based upon discussion with other faculty in your discipline?

Because this is Brittany's first semester as cuesta, there not too much to add to this question. However, all the instructors did speak about how we are going to discuss our success with implementing coursework that met the SLO criteria.

4. Based on your assessment of SLOs, what recommendations do you have for changing or making improvements to your courses and/or your program?

Instructors should aim to address foundational techniques and methodologies in the intro to ceramics course. This course is the cornerstone of the ceramics program here, and it is imperative that students leave this class with a clear understanding of basic ceramics techniques and terminologies.

There is concern from some instructors that there should be more advanced classes available to students at night in order to further nourish their interests in ceramics.

A defined area in the ceramics room to display student work in a more neutral way (white gallery wall or display case)

More visiting artist lectures and demonstrations.

5. How do you currently assess your PLOs? If you haven't, what assessment method would best be reflective of students' goals in your program (such as transfer or career advancement)?

An assessment method could be a presentation of a ceramic portfolio. The portfolio could assess the technical skill and concept development. If the student is particularly interested in ceramics as a career, the assessment of glaze formulation, kiln functionality and loading, firing techniques, etc.

6. What questions do you still have regarding student learning outcomes in your program?
Rosters and prerequisite qualifications (has now been clarified over the last two weeks)
SLOs should have an equity implementation and address DSPS
7. What recommendations do you have for creating a culture of dialog around student and/or program learning outcomes at cuesta?
Would be great to have faculty sit-ins on classes. This allows us to get an understanding of what is going on in other classes and can act as a jumping off point when talking with colleagues casually around campus. Also, more individual program “break-out” meetings would be great to address the goals of the particular areas.