



## SLO Assessment Cycle for ARTS 10A

*Three-Dimensional Design* SLO Modified: [10/20/2010]

### Moto Ohtake's Team Members:

1. [Nancy Canter](#) (x8315) Creative Arts
2. [Juliana Kang](#) (x8601) ARTS
3. [Eugene Rodriguez](#) (x8521) ARTS

**Additional Team members not on list/notes about team:**

**Additional Notes:**

### Outcomes:

**Outcome 1: Statement** Modified: []

The student will apply knowledge of basic elements and principles of design and use various basic materials appropriate to three-dimensional work.

### Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [06/03/2010]

#### Assessment Strategy Used:

Quarter: Spring 2010

Assessors: Moto Ohtake

Assessment Tools: Art Works or Products • Presentation, Sketchbook,

Sections being assessed: 01

**Outcome 1: Reflect & Enhance** Modified: [06/03/2010]

**Number of people involved in Phase III: 1**

**Changes:**

#### Methods:

All assignments are designed to explore a variety of design principles and elements using required materials, for example a wire project will focus on linear structure, a plaster project will focus on the exploration of positive and negative space. During the critiques which follow each assignment, the students are asked to describe how they utilized and incorporated the design principles as they created their project. Students are also asked to describe the technical process they used to develop and create their assignment.

Students are assessed on how well they addressed both the design and technical principles and the innovativeness of their projects.

#### Summary:

In general, most of the students respond well to each assignment. When the assignments are introduced design issues are covered at that time and throughout the art making process.

It is apparent to me that hard working students make real progress regardless of my efforts to encourage and or assist them.

I strive to engage those students who are not fully engaged or who are not developing their projects to their full potential. It is my goal to encourage each student to make a commitment to their projects and develop decision-making and risk-taking skills.

I have had a great deal of success with student participation and quick group projects. This process serves to engage the students by allowing them to work collaboratively and creatively with each other. The process serves as a foundation for the more difficult individual projects. The students get to know one another and can depend on not only me, but one another as well for support.

#### Enhancement (Part I):

The assessment results will include more group discussions during the art-making process. Rather than waiting until the end when the assignment is due, it is important to evaluate student work midway, as a way to help to improve individual student self-confidence and successful outcomes.

As a way to make sure students understand techniques, processes and

or concepts, more structured homework assignments would help me identify student weaknesses and strengths. Based on this information, I can tailor my lessons and individualized instruction to address possible gaps or weaknesses, in support of student success.

**Enhancement (Part II):**

The sculpture/furniture design department needs more tools to cover the number of students who are participating in the program. It is also imperative that the department retain it's lab technician to insure student support and to provide overall safety within the sculpture/furniture design department.

**Outcome 2: Statement** Modified: [10/18/2010]

The student will apply critical thinking, problem solving and analytical skills through idea exploration.

**Outcome 2: Assessment Planning** Modified: [04/10/2011]

**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Moto OhtakePatricia Jauch

Assessment Tools: Art Works or Products • Presentation

Sections being assessed: 01

**Outcome 2: Reflect & Enhance** Modified: [04/10/2011]

**Number of people involved in Phase III: 2**

**Changes:**

**Methods:**

The students are asked to develop their creative ideas by utilizing their sketchbooks. The sketchbook is an important tool which allows the students to cultivate their ideas, explore options and make critical decisions which relate to their projects.

Presentations and critiques give students the opportunity to discuss their objectives and ideas as they relate to outcome of each project. Project critiques allow other students to share their thoughts regarding successful or possible alternative approaches, room for improvement, etc.

**Summary:**

As far as the sketchbook, 80% of the class provided a decent amount of sketches with good idea development. Student's who are interested in art, design, architecture, etc., would benefit from taking the appropriate drawing class(es) as a way to improve their technical and analytical skills.

The critiques have been set-up to allow each student five minutes to discuss their project. This format allows enough time for each student to present their work and garner feedback from classmates. Not all students are comfortable participating in the critique process. As a way to address this, I am considering breaking the students out into groups, have them discuss their projects, regroup and present their findings – with each student providing a minimum of one comment.

**Enhancement (Part I):**

I try to engage students in discussions, but it is a challenge for some students to participate. I am trying to employ more active learning methods to improve student engagement, including group discussions and projects. As a way to address the needs of each student I am exploring different ways to ensure that their needs are met. If students have questions, I ask them to put their names on the whiteboard at the beginning of class. I also let the students know that I am also available via email.

**Enhancement (Part II):**

It is important that the ARTS 10A Three-Dimensional Design program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The technician also helps students solve technical problems and provides shop maintenance.

**Outcome 3: Statement** Modified: []

The student will use basic hand and power tools appropriate for each assignment.

**Outcome 3: Assessment Planning** Modified: [04/10/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Moto OhtakePatricia Jauch

Assessment Tools: Art Works or Products

Sections being assessed: 01

**Outcome 3: Reflect & Enhance** Modified: [04/10/2011]

**Number of people involved in Phase III:** 2

**Changes:****Methods:**

The project exploring line utilizes wire or other linear elements. The students are introduced to basic hand tools including pliers, wire cutters, etc. A demonstration exemplifying safety and proper usage for both tools and material is given. For the carving project, students are taught the proper use plaster carving tools, including chisels and finishing methods.

**Summary:**

The shop safety demonstration, which includes the correct use of hand and power tools is followed by a safety test. All students must pass the safety test. After passing the shop safety test, 100% of the students use their tools appropriately and follow the safety rules. This process has proven to be valuable for students, because it helps ensure safety within the classroom. Presently the test consists of true or false questions. In the future I plan to introduce multiple-choice questions as well.

**Enhancement (Part I):**

There are many techniques that can be applied to achieve a variety of visual outcomes. Students will be introduced to these techniques and asked to use what they have learned when creating their projects for each assignment. Critiques are held upon completion of each assignment. They are used as an assessment piece to address the fundamental concepts introduced as part of the class.

**Enhancement (Part II):**

The department needs more tools so that each student can use them with less sharing. This will help the students be more productive, as opposed to standing around waiting for a tool. Tools need to be repaired or replaced on an ongoing basis.

It is important that the ARTS 10A Three-Dimensional Design program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The lab technician also helps students solve their technical problems and provides shop maintenance.

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[ Number of Outcomes for ARTS 10A: 3 ]