DeAnza College

SLO Assessment Cycle for ARTS 10B

Intermediate Three-Dimensional Design SLO Modified: [06/02/2010]

Moto Ohtake's Team Members:

1. Nancy Canter (x8315) Creative Arts
2. Michael Cole (x8984) ARTS
3. Eugene Rodriguez (x8521) ARTS
4. William Nagel (x5837) ARTS

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

The student will apply an advanced level of elements and design principles. Explore and formulate an in-depth, personal and concise visual statement.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [06/02/2010]

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: [04/10/2011]

Number of people involved in Phase III: 1

Changes:

Methods:
During the design phase of the project, the teacher collaborates with the students individually to discuss their projects and encourage them to develop a design which utilizes concepts and techniques learned in ARTS 10A. The sketchbook is used as a tool to guide the process and is considered a component for assessment. Students taking 10B are encouraged to use the sculpture studio outside of class time.

Summary:
About 75% of the students responded positively by creating a variety of ideas. The students took the initiative to explore their personal style, incorporate previously learned techniques and developed unique design concepts. The remaining 25% did not demonstrate an intermediate level capability, including, studentship and or commitment to the class. Early assessment of preliminary projects would help identify a student's level of interest and involvement.

Enhancement (Part I):
Assessment results will help identify the success of a given assignment. If the student adequately addresses the concepts and successfully explores and enhances upon learned principles, the assignment(s) will improve student learning. The objective is to help ensure continued growth in relation to the use of tools, idea development and project completion.

Enhancement (Part II):
It is important that the ARTS 10B 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.

Outcome 2: Statement Modified: []

The student will construct an individually advanced project focusing on specific materials appropriate to a more involved

Outcome 2: Assessment Planning Modified: [06/02/2010]

Assessment Strategy Used:
Quarter: Spring 2010

three-dimensional concept.

Assessors: Moto Ohtake
Assessment Tools: Art Works or Products • sketches and models
Sections being assessed: 01

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

Number of people involved in Phase III: 1

Changes:

Methods:
ARTS 10B projects are focused on model making, including more functional objects such as pieces of furniture, light fixtures, mailboxes, a birdhouse, etc.. The projects vary from quarter to quarter. Winter 2010 quarter, offered two assignments that included a small scale model of a chair and a light fixture project utilizing found objects. Concepts and ideas relating to the Initial stages of the model chair project included peer review by fellow students. The students were given a basic shop safety demonstration on the proper use of all hand and power tools as a way to ensure individual safety and provide each student with enhanced technical capabilities.

Summary:
The students were excited about the opportunity to take advantage of the shop. During class and after hours, it is necessary to supervise the students while they operate the tools and machinery to ensure individual safety. Both the model chair project and the found object lamp assignment were well received. Students worked collaboratively by providing feedback and ideas to one another. Groups of students toured the campus in search of items for their lamp project. Collaborative work builds community within the classroom and is helps create an improved learning environment and student success.

Enhancement (Part I):
Based on the outcome of the model chair project, it became apparent that in most cases the more simplified projects resulted in better outcomes. The more complex projects proved to be too cumbersome for many students. To help ensure better outcomes, it is important to remember that idea development needs to include not only the concept, but the material which best suits the project. The use of tools also needs to be evaluated. In some cases the extensive use of tools detracts from the desired outcome.

Enhancement (Part II):
It is important that the ARTS 10B 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.

Outcome 3: Statement Modified: []

The student will develop enhanced critical thinking and problem solving skills.

Outcome 3: Assessment Planning Modified: [06/03/2010]

Assessment Strategy Used:
Quarter: Spring 2010
Assessors: Moto Ohtake
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: 1

Changes:

Methods:
During the Winter Quarter, ARTS 10B students gather as a group to discuss their individual ideas and projects. I utilize this teaching method to encourage students to exchange ideas, to get to know each other and support each other during the art making process. As students in ARTS 10B, they are expected to take more initiative in their idea development. I consult with the group regularly to offer input and suggestions on their proposals. Students are expected to create a sketchbook and share it with the instructor on a regular basis.

Summary:

The collaborative methods of the intermediate students provide a comfortable learning environment, which is conducive to working as a team, the sharing of ideas and problem solving. Working as an independent group allows them some flexibility within a structured environment. I have found this process to be successful and well received by the students. As the instructor of two levels of instruction within one classroom environment, I find it changeling to balance my time equally among the different groups. The entry-level students need more individualized attention, while the intermediate students need guidance to help ensure the success of their projects. The strengths of the intermediate level students increases my ability to provide quality instruction to each student overall within the classroom.

Enhancement (Part I):
As a way to meet the varying needs of my ARTS 10A students, I have found the collaborative method of the 10B group to be conducive to the overall structure of the class. While the intermediate level students are meeting, it allows me time to meet with the ARTS 10A students and get them started on their projects.

Enhancement (Part II):
It is important that the ARTS 10B 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.

[Number of Outcomes for ARTS 10B: **3**]