



SLO Assessment Cycle for ARTS 58A

Furniture Design SLO Modified: [03/20/2011]

Moto Ohtake's Team Members:

1. [Diane Pierce](#) (x8804) PHTG
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Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

The students will define a fundamental understanding of design within the parameters of furniture construction.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [05/25/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Moto Ohtake

Assessment Tools: Exams • Portfolios • Logs •

Performances/Demonstrations • Performances (Simulated) • Art Works or Products

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [05/25/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

ARTS 58 A, serves as an introductory course to the art of furniture design. Students begin by creating a series of sketches that serve as proposals for their projects. The orthographic drawings, which include top, side and front views of the student's proposal are used to help the student gain a fundamental understanding of the design process. The process determines the detail of the design and the specific dimensions of the furniture.

The process is followed by a 1/6 scale model of the proposal. Students use basic materials including cardboard, foam-core, balsa wood to create their model.

Summary:

Approximately 75% of the students proceeded smoothly with the assignment, from beginning to end. The class typically consists of a diverse group of students with a limited amount of woodworking and/or architectural rendering experience. I support each student by providing them with constructive approaches and techniques specific to their designs. While some students excel, others adapt their project to their skill level. All students utilize the assignment to further their understanding of the design fundamentals associated with beginning furniture design.

Enhancement (Part I):

This assignment is used as a tool to gauge a beginning student's capabilities. If an individual project appears to be too advanced, this process allows the instructor and student to evaluate and explore different approaches or simplifications to make the project manageable. The assignment serves as a good introduction to the process of furniture design.

Enhancement (Part II):

It is important that the Arts 58A Furniture Design program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor.

Outcome 2: Statement Modified: []

The student will practice basic woodworking skills and techniques.

Outcome 2: Assessment Planning Modified: [05/25/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Moto Ohtake

Assessment Tools: Exams • Portfolios • Logs • Performances/Demonstrations • Performances (Simulated) • Art Works or Products

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [05/25/2011]

Number of people involved in Phase III: 1

Changes:**Methods:**

Each student will participate in woodshop safety demonstrations. This process usually encompasses two class meetings and is followed by a shop safety test. Students must pass the shop safety test before they are allowed to use any tools or machinery. Each student is given a Shop Safety Manual and must adhere to all of its safety rules, standards and guidelines when using any tool or piece of machinery in the shop. After passing the test the students are authorized to use the shop under continued supervision.

Summary:

Most of the students successfully utilize every tool and machine needed to create their furniture projects. Supervision by the lab technician and the instructor helps ensure positive outcomes and the safe and proper use of all tools and machinery. For many students the class serves as an introduction to the use of both hand and power tools. It offers the students a great opportunity to gain a wide variety of new skills that can be further developed and utilized in more advanced classes.

Enhancement (Part I):

I will continue to further refine my teaching methods, continue to focus on shop safety and implement strategies which result in positive outcomes as a way to support each student's technical skill development and learning outcomes.

Enhancement (Part II):

Several machines in the shop are old and their capacity is not great enough to perform certain types of jobs or tasks. I believe additional resource allocation funds will greatly enhance not only the furniture design program but the Three -Dimensional Design program as well. Good machinery will support positive learning outcomes and successful projects.

Outcome 3: Statement Modified: []

The student will apply critical thinking skills and problem solving skills while creating our project.

Outcome 3: Assessment Planning Modified: [05/25/2011]**Assessment Strategy Used:**

Quarter: Winter 2011

Assessors: Moto Ohtake

Assessment Tools: Portfolios • Performances/Demonstrations • Art Works or Products

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [05/25/2011]

Number of people involved in Phase III: 1

Changes:**Methods:**

During the design making process of sketching, creating orthographic drawings and model making phase, the students must consider the potential obstacles they will face during the construction of their project. Issues including the ergonomics of the project, human engineering and the design aesthetics are critical to the outcome of the project. The process of making the actual piece of furniture involves a fair amount of technical problem solving.

Summary:

During the design making process of sketching, creating orthographic drawings and model making phase, the students must consider the potential obstacles they will face during the construction of their project. Issues including the ergonomics of the project, human engineering and the design aesthetics are critical to the outcome of the project. The process of making the actual piece of furniture involves a fair amount of technical problem solving.

Enhancement (Part I):

I will continue to refine my teaching methods to include strategies which support positive learning outcomes. I have successfully introduced group learning that supports the students in their idea development, peer review and problem solving techniques. Because each student's skill varies those students with more knowledge help support those students new to furniture design.

Enhancement (Part II):

It is important that the Arts 58A Furniture Design program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor.

Outcome 4: Statement Modified: []

The student will demonstrate proper safety procedures using appropriate tools and machinery.

Outcome 4: Assessment Planning Modified: [05/25/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: Moto Ohtake

Assessment Tools: Exams • Portfolios •

Performances/Demonstrations • Performances (Simulated) • Art Works or Products

Sections being assessed: 01

Outcome 4: Reflect & Enhance Modified: [05/25/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Each student is responsible for participating in every shop safety demonstration. Upon completion of the shop safety demonstrations, each student must successfully pass a Shop Safety Test before they are allowed to use any tools. A passing grade is 48 correct answers out of 50 questions. Students must take the exam over until they get a passing grade. In conjunction with the Shop Safety Test, students are given a Shop Safety Manual. Questions on the Shop Safety Test are covered in The Manual along with the demonstrations. Each student must comply with the rules and guidelines as set forth in the Shop Safety Manual. Failure to comply with the Shop Safety Manual or failure to pass the Shop Safety Test will result in suspension of and or inability to use the machinery and tools in the shop.

Summary:

Because student safety is paramount, no student is allowed to proceed without first passing the Shop Safety Test(s) and adhering to the guidelines of the Shop Safety Manual. Students in general understand the importance of their personal safety and adhere to all rules. The instructor and assistant are diligent in their efforts to promote safe and proper use of all machinery and tools throughout the furniture making process. Constant supervision serves as added protection to student safety. Success is measured by the fact that we have had no student injuries and the tools and machinery are rarely broken.

Enhancement (Part I):

Proper instruction, safety demonstrations, passage of the Shop Safety Test and adherence to the Shop Safety Manual provide positive learning outcomes as they relate to individual and class safety. The instructor is working to refine the Shop Safety Test and Manual to provide the students with the most current and relevant safety information. Students learn that when working with tools and power machinery, their safety comes first and that they must develop a keen understanding of the proper and safe use of all tools.

It is a goal to ensure that the students have a fundamental understanding of the safe use of all tools and machinery. Students will develop a respect for all tools, they will be instructed on not only their use but their proper care. This awareness will serve students as they

advance in their furniture design studies, sculpture making skills, architectural design and/or engineering projects.

Enhancement (Part II):

It is important that the Arts 58A Furniture Design program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor.

[Number of Outcomes for ARTS 58A: 4]