

Assessment of the Ceramics Course Effectiveness for the Spring 07

Pre-Post survey

ART 250 Beginning Ceramics, Section 01 and 02 were combined in this Pre-Post survey. Pre-test was conducted on Aug. 26, and Post-test on Dec. 2.

Total of 25 students were subjected to the result of this assessment.

There were 35 Beginning Ceramics students in total who started the course. Out of those, 10 students failed to complete both surveys either by absence or withdrawal from the class.

Purpose/goal of the assessment was to find the relevance of the course objectives to the learning result in students in relation to the Fine Arts Learning Outcomes.

(Now, please see the attached Assessment Survey form and the AR 250 syllabus.)

Demographics

In ceramics or sculpture program the demographic characteristics are not important or relevant to be assessed since the student's research subject is their own choice and is not provided by the instructor. Individual difference in performing ability, willingness or talent is not the interest of this assessment. All students are encouraged to believe in their potentials as uniquely talented and highly capable individuals.

Statistics of the pre-test and the post-test: (1) none, 2) low, -----5) very high)

Basic skill, knowledge

Pre 1) 14 ,2) 5 ,3) 3 ,4) 3 ,5) 0

Post 1) 0 ,2) 0 ,3) 7 ,4) 11 ,5) 7

Students' positive development is clear.

Understanding of ceramics esthetics

Pre 1) 9 ,2) 10 ,3) 3 ,4) 3 ,5) 0

Post 1) 0 ,2) 0 ,3) 6 ,4) 11 ,5) 8

Students' positive development is clear.

Confidence to develop own solution

Pre 1) 2 ,2) 3 ,3) 8 ,4) 7 ,5) 5

Post 1) 0 ,2) 1 ,3) 7 ,4) 10 ,5) 7

Students' positive development is clear.

Disciplined good learner

Pre 1) 0 ,2) 1 ,3) 3 ,4) 7 ,5) 14

Post 1) 0 ,2) 2 ,3) 3 ,4) 9 ,5) 11

On this topic many students gave aspired/wishful answer in the Pre-test. Total of 8 students decreased in their Post-test. In fact there should be more decrease in the Post-test, but the human nature seemed to sway toward the optimistic view of self discipline. It is good that many realized the problem of their life style.

Art as a way of communication

Pre 1) 0 ,2) 2 ,3) 4 ,4) 12 ,5) 7

Post 1) 0 ,2) 0 ,3) 3 ,4) 12 ,5) 10

Most students come in with a good understanding of this value.

Understand self and others through work presentation

Pre 1) 1 ,2) 5 ,3) 10 ,4) 4 ,5) 5

Post 1) 0 ,2) 0 ,3) 1 ,4) 9 ,5) 15

Students' positive development is clear.

Expressive of own unique values

Pre 1) 0 ,2) 1 ,3) 10 ,4) 9 ,5) 5

Post 1) 0 ,2) 0 ,3) 2 ,4) 7 ,5) 16

Many students are eager to find and express their unique values as they come in to the course, and many develop further in finding themselves.

Analysis:

This survey result shows that the course objectives and the class operations are working according to the students' perspective/impression. Some of the questions proved to be less effective in finding the reality of the students' condition, and needs to be changed.

Action Plan:

I have already implemented a new set of survey questions for the Fall 07 semester to suite the analytical values better for the condensed Learning Outcome of the Fine Arts.

Quiz statistics

Technical knowledge of clay, glaze and firing is asked in Mid term and at the end of the semester. Their scores are compared for analysis on their learning.

Points 0-1.9, 2-2.9, 3-3.9, 4-4.9, 5-5.9, 6-6.9, 7-7.9, 8-10

Mid # 4 4 2 9 4 8 2 1

End # 2 6 6 3 2 6 3 6

Out of the total of 39 students 4 upper level students had scored more than 8 points in the past semester to qualify to by pass the quiz requirement. Out of 35 students 34 took the Mid term quiz, and 1 missed the class on the day and did not take it. At the end of the semester 1 had a by-pass privilege with the above-8 Mid term score, and 6 students missed the class on the day and did not take the quiz. Their Mid term score was carried over as the final score. As a result, this semester had a very disappointing result in the End-of-semester score. Total of 7 students achieving the highest level was more than most of the other semesters, and it proves they can develop as required if they put their mind into it. Many students who were at the middle to above middle in the Mid term slacked badly by not taking the quiz seriously. Normal results in the past were very distinct increase in score at the end to prove the leaning success of the majority on technical knowledge.

Projects analysis

Students projects are evaluated on four criteria; Creativity-originality, Quality of design, Technical excellence, and Quality of completion/presentation. Except for the technical

accuracy, every part of the work is achieved by the individual student from concept to the completion without the instructor's direction. Each student starts with a different readiness, ideas, skills, even the instructor-demonstrated technical method is applied in a different way, and finished with a different purpose in mind. There are no practical rubrics that can be applied in an effort to standardize the evaluating process in this type of Fine Arts course. I practice a very open minded approach to evaluate my students work. First I have to remind myself where I started and how long and how much it took to where I am today to be qualified as an evaluator. Then I look at the student's work in a broad comparison to all the works I have seen in the past done by students, not only at Chaminade but all I can remember in my mind as a back ground. Then I remind myself of the reason for the offering the course as FINE ARTS, not craft, not for practical use, not for pleasant prettiness, and most of all NOT FOR GRADING. The most important thing is "Is it making a difference in the student's way of thinking, applying, and completing". With all these things in mind I use the point system described in the syllabus.

In the Pinch project total of about 160 works were produced. Individual student's productivity varies tremendously, from a single work to over 10 works. That single work happened to be a fairly extensive grouped-piece. Some produced 6 to 7 small practice level unimportant pieces. Some student show their high potential and strong commitment already in these early projects.

The Pinch project performance came out as;
3--C minus, 6--C, 6--C plus, 8--B minus, 8--B, 2--B plus, 2--A minus, 3--A, 1--A plus.
A grouped photos of the first pinch projects are shown on the photo page.

In the Coil project total of about 130 works were produced. The difference of productivity, size, design quality widened tremendously indicating the level of maturity and commitment which signals the later outcome.

The Coil project performance came out as;
2--D, 3--C, 3--C plus, 7--B minus, 5--B, 6--B plus, 3--A minus, 6--A, 4--A plus.
Photos of the selected Coil projects are shown on the photo page.

In the Slab project total of about 120 works were produced.
2--D, 1--C, 1--C plus, 9--B minus, 12--B, 9--B plus, 3--A, 2--A plus
Photos of the selected Coil projects are shown on the photo page.

In the Final project total of about 75 works were produced. Majority of the students produced 2 works. At the final of the semester, many of the projects grow to be an impressive size and esthetic quality worthy of summarizing the semester's experience. The grading standard is also raised to make the distinction from the former practice. During this period some of the students who had attendance problem, lacking required projects, little understanding of technical information, and a lack of committed interest greatly decline in their performance or quit altogether.

3--C minus, 2--C, 3--C plus, 8--B, 4--B plus, 4--A minus, 4--A, 6--A plus,
Photos of the selected Final projects are shown on the Photo page.