

Course Learning Report

Course: Art **106J, Sculpture-Small Scale, Jewelry**, 2 sections, 15 students (1 student incomplete, 3 students missing)

Date: 05/26/2012

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PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
<p>All five program learning outcomes are addressed for this competency.</p> <p>(See below)</p>	<p>Demonstrate the following small-scale fabrication processes: sawing, piercing, wiring, gluing, filing, sanding, buffing, polishing, and selected decorative surface techniques.</p>	<p>What: Agreed upon criteria (rubric).</p> <p>How: Overall assessment of each student's semester work.</p> <p>Who: Art faculty</p> <p>When: 5/2012</p>	<p>Expected: 70% of students must achieve at a competency level of 70% or higher</p>	<p>Results: 47% of students are meeting requirements and performing at a level of 70% or higher 53% are performing at the 'Exceeding' level</p>	<p>Action: Faculty will meet to discuss questions/ concerns, results and to evaluate course competencies for revisions or deletions.</p> <p>Date: Fall 2012</p>
<p>All five program learning outcomes are addressed for this competency.</p> <p>(See below)</p>	<p>Demonstrate the following small-scale casting processes: assemblage and carving.</p>	<p>What: Agreed upon criteria (rubric).</p> <p>How: Overall assessment of each student's semester work.</p> <p>Who: Art faculty</p> <p>When: 5/2012</p>	<p>Expected: 70% of students must achieve at a competency level of 70% or higher</p>	<p>Results: 40% of students are meeting requirements and performing at a level of 70% or higher 60% are performing at the 'Exceeding' level</p>	<p>Action: Faculty will meet to discuss questions/ concerns, results and to evaluate course competencies for revisions or deletions.</p> <p>Date: Fall 2012</p>
<p>All five program learning outcomes are addressed for this competency.</p> <p>(See below)</p>	<p>Successfully apply the visual elements and the principles of design to small-scale sculpture, jewelry, and</p>	<p>What: Agreed upon criteria (rubric).</p> <p>How: Overall assessment of each student's semester work.</p>	<p>Expected: 70% of students must achieve at a competency level of 70% or higher</p>	<p>Results: 47% of students are meeting requirements and performing at a level of 70% or higher 53% are performing at the 'Exceeding' level</p>	<p>Action: Faculty will meet to discuss questions/ concerns, results and to evaluate course competencies for revisions or</p>

	miniature multi-media art assignments.	Who: Art faculty When: 5/2012			deletions. Date: Fall 2012
All five program learning outcomes are addressed for this competency. (See below)	Complete the creative problem solving process through risk taking from the preliminary planning stage and explorations through revisions to the final product.	What: Agreed upon criteria (rubric). How: Overall assessment of each student's semester work. Who: Art faculty When: 5/2012	Expected: 70% of students must achieve at a competency level of 70% or higher	Results: 40% of students are meeting requirements and performing at a level of 70% or higher 60% are performing at the 'Exceeding' level	Action: Faculty will meet to discuss questions/ concerns, results and to evaluate course competencies for revisions or deletions.

Program Learning Outcomes:

Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/ symbolic reasoning.

Communication – Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.

Self and Community/ Diversity of Human Experience – Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

Competencies not assessed:

- Describe the evolution of small-scale sculpture from prehistoric to the present, and the effect science and technology has had on its development.
- Explain how attitudes and values of various other cultures have shaped their aesthetics in creating small-scale sculpture.

- Give examples of historical and contemporary small-scale sculpture.
- Make individual creative decisions, based on the principles of art and elements of design.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.