Art & Architecture Department
Spring 2019 Unit-Level Assessment Liaison Report
Fall 2018 Art 196 Assessment

Liaison Project Start Date: Spring 2018 (pilot), Fall 2018
Liaison report prepared Spring 2019 by Prof Paul Wandless with input and approval of Prof Jess Bader (Head of Ceramics). Pilot was run in Spring 2018 and this report is the findings of the Fall 2018 assessment.

Department Buy-In and Outcome Definition

The Ceramics Program is one of the oldest and largest studio disciplines offered at Harold Washington College. Ceramic courses are Studio Art Electives for the AFA Studio Art Pathway; and Art 196 (Beginning Ceramics) is one of three studio elective courses a student can select in the 3D Area. (Art 197 (Intermediate Ceramics) and Art 198 (Beginning Sculpture) are the other two 3D Area studio elective courses.)

Art 196 (Beginning Ceramics) is an introduction to foundational skills, processes and techniques to work with clay. The course covers basic throwing techniques on the pottery wheel to make vessels; handbuilding processes to fabricate sculpturally; and use of underglaze, slip and glazing techniques for finishing greenware and bisqueware. Working with clay is an especially haptic experience. It requires trial & error, patience, and a dedicated work ethic to learn, reinforce, and successfully execute introduced skills and processes.

Proper use and understanding of materials, tools, and equipment make up the foundation of the beginning ceramics experience. Introduction to ceramic chemistry, ceramic lexicon, ceramic history and understanding electric kiln firing are among other experiences that make up a beginning ceramics experience.

Each semester, four (4) sections of Art 196 are offered and it is an open enrollment class with no prerequisites. Each section can enroll up to 20 students for a total of 80 Beginning Ceramics students. Art 196 Beginning Ceramics is the prerequisite for Art 197 (Intermediate Ceramics). Harold Washington College is the only City College that offers both the ceramics courses.

Art 196 is a good course to assess because of the overall enrollment size, and because it includes multiple sections that lead directly into an intermediate course (Art 197) where the skills are reinforced and mastered.

Degree Objectives and Program Level Outcomes (PLOs)
Degree Objectives *(technical)*

- Develop technical competence in a broad range of skills and tools for the manipulation of materials and mediums within the fine arts disciplines.
- Instill strong commitment to artistic quality and refinement of craftsmanship.

Program Learning Outcomes *(technical)*

- Demonstrate competence in the application of a broad range technical skills for the

fine arts disciplines with appropriate tools, materials and mediums.
- Construct projects that demonstrate learned skills in the manipulation of materials used in their respective discipline.

Stated Objectives/SLOs in the current Art 196 Syllabus
Course Objectives *(technical)*
- Introduce to students how to create various utilitarian and sculptural forms.
- Instruct students in the craft of basic clay construction such as but not limited to pinch, coil, the potters wheel, stiff and soft slab construction.
- Teach students how to safely handle ceramics media and operate studio equipment safely.

Course Student Learning Outcome *(technical)*
- Create various utilitarian and sculptural forms.
- Demonstrate the ability to construct clay using various handbuilding techniques including but not limited to pinch, coil, potter's wheel, stiff and soft slab construction.
- Perform safety procedures in handling, glaze and clay materials, studio equipment and tools including but not limited to slab roller, extruder, potter's wheel, and glaze mixing drill.

Assessment Research and Design

Art 196 Beginning Ceramics had several options to pursue for assessment purposes, due to the many foundational skills and techniques introduced in the course. Basic handbuilding techniques introduced are: pinch, coil, soft slab, and stiff slab construction. Basic throwing techniques introduced are; wedging, centering, throwing, and trimming various forms on the potter's wheel. Applying underglaze, slip and glaze to greenware and bisqueware surfaces completes the creation process of a clay work.

From all these available technical skills to assess, throwing a cylinder on the potter's wheel is the most effective candidate to assess and score accurately. It has definitive and measurable steps that must be addressed properly for a successful vessel. The skills of throwing a cylinder are introduced and reinforced in Art 196 with the expectation that students will be proficient with this form by the end of the semester.

Assessment Tools and Processes for Fall 2018

The assessment tool is a hands-on activity that measures the skill levels used with materials (clay), tools, and equipment (potter's wheel) associated with making a cylinder. Students are instructed to throw a cylinder to meet specific size parameters. There are specific instructions indicating benchmarks for height, width, wall thickness, and bottom thickness of the vessel. The trimmed base and compressed lip of the vessel will be assessed along with overall craftsmanship of their vessel due to their throwing technique.

The assessment tool and descriptive rubric assess the skills used while throwing a cylinder on the potter's wheel. Each student is instructed to throw two cylinders from 2lb balls of clay and submit the one they feel is their best effort. The rubric will then be

used to score how well the benchmarks were met for each skill used to create the cylinder.

Measurable Paramenters for Thrown Cylinder for Fall 2018 Assessment

Height	6 inch (minimum)
Width	4 inch (minimum
Wall Thickness	1/4” on top and can taper out to 3/8” at bottom.
Bottom Thickness	1/4” - 3/8” (can fall in this range)
Base	45 degree bevel
Rim	Compressed and level

Administration of Assessment for Fall 2018 assessment

The assessment was administered during week 15, which is after the wet work and glazing deadlines have passed. This was timed so it wouldn’t interfere with the regular work schedule for the class. Prof. Paul Wandless (studio art liaison) and Prof. Jess Bader (Ceramics coordinator and teacher) administered the assessments for all the courses. The instructors were also present to observe. One class period (2hr, 50min) was used to complete the assessment. Each submission was numbered so the student would remain anonymous in the process. At this stage, we are not using this assessment to track student progress through the clay courses. The sample size for students who take Art 196 followed by Art 197 would be too small to yield any meaningful or usable data.

Data Analysis of Fall 2018 Art 196 Assessment

Supporting Evidence-Based Change (Use of Findings)

Success Factors

Overall, the assessment was successful to discover how the students were performing the task of throwing a cylinder on a pottery wheel. Factors that led to the success of the assessment were controlling as many variable as possible so all cylinders were able to be scored fairly. All students had the same length of time to complete the assessment, all used their own familiar throwing tools, and all had balls of clay, pre-wedged for them that were all the same weight.

The length of time the students had to learn and practice throwing on the wheel was consistent as well. This is an important factor, because the length of time a student has to learn and practice throwing, proportionally effects their skill level. The longer the time period they have to practice throwing, the better they will be. So a class that had 6 weeks to learn throwing would presumably score higher than a class that had 4 weeks to throw.

Findings

Height - 48% of students had room for growth with attaining a 6” tall cylinder and 40% were less than 6” tall.

Width - 64% of students met or exceeded the 4" diameter for the cylinder.
Walls - 64% of students met or exceeded the outcome by having 1/4" - 3/8" cylinder walls.
Bottom - 52% of students met or exceeded the outcome by having the cylinder bottom between 1/4" - 3/8" while 32% fell short of that outcome with a cylinder bottom thicker than 1/2".
Base - 64% of students did not meet the outcome of beveling the base at the proper angle and 24% approached the outcome but had room for growth.
Lip - 64% of students met or exceeded the outcome of properly compressing the lip of the cylinder.
Craftsmanship - 84% of students met or exceeded the 4" minimum diameter for the cylinder.

Recommendations for future assessment of Art 196

While the assessment was successful, there are a few ways to positively impact the tool, instructions and student preparations.

1 - Update the instruction sheet to be a little more specific about parameters, but not overtly. We still want to assess the cognitive skills of the students through having them read the parameters, understand what they mean, then make decisions based off of their understanding of the directions.

2 - We want to be sure we are using language that is consistent in all classes so the parameters are all read with the same understanding. To this end, a shared vocabulary list will be made that address the specific terms associated with the assessment. A graphic will also be included that illustrates the use of word in relation to different parts of the vessel they will need to address during the assessment.

3 - Based off height finding, Prof Bader feels the height of 6" for the cylinder is not a realistic expectation. This goes back to length of time students have to learn this skill. Currently students have 5 class to learn this skill, which is a brief period of time and makes the 6" not a realistic height to achieve successfully. So the height parameter will be changed to 4" for the next assessment. This should be an attainable goal and they will still use a 2lb ball of clay.

4 - Based on the bottom finding, more emphasis is needed in achieve the proper thickness for the bottom of a cylinder.

5 - Based on the base finding, more emphasis is needed with creating the proper bevel for the base. More specificity in the tool instructions to remind students of the expectation to bevel the base may address this.

6 - Students will wedge their own 2 lb balls of clay for the assessment going forward. Work studies did this for the pilot that consisted of one section, but it took a lot of time and isn't a sustainable model to prep for several sections.

Appendices

Appendix A – Assessment Tool
Appendix B – Scoring Rubric
Appendix C —Pie charts and bar graphs of the raw data from scoring rubric.

Appendix D – images of scoring and samples of thrown cylinders

appendix A

Assessment Reference # _____

Fall 2018
Art 196 Beginning Ceramics
Assessment Tool
and Instructions

Do not write your name on this assessment.

- **For this assessment you will make one (1) cylinder.**

- **Assessment time allotted is 2 hours.**
  Review instructions the first 15 minutes of class and use the last 25 minutes of class for clean up and filling out Art Experiences Sheet.
  - *First fifteen minutes of class - review instructions*
  - *2-hour window for assessment activities (throwing)*
  - *Final 25 minutes for clean up*

- **Two wedged balls of clay, weighing 2 lbs will be provided for you to throw.**
  This allows you to throw two forms and then submit the one you think is best.

- **Once completed, place 1 cylinder on the numbered ware board you were given with these instructions.**

- **Place ware board with the vessel on the sliver glazing table.**

- **The un-submitted vessel should be re-wedged and placed in class clay bucket.**

- **Clean your wheel, return all borrowed tools, water buckets and sponges to proper storage areas.**

Fall 2018
Cylinder Assessment

These are the minimum parameters for the cylinder. Do your best meet these minimum parameters. You can also make it taller or wider than the minimum requirements if you are able to do so effectively.

The goal is to make a cylinder that demonstrates your ability meet the size minimums and demonstrates your overall level of craftsmanship and execution of wall thickness, foot trimming (undercut) and lip compression.

Cylinder measurements and requirements

Height	6 inch (minimum)
Width	4 inch (minimum
Wall Thickness	1/4” on top and can taper out to 3/8” at bottom.
Bottom Thickness	1/4” - 3/8” (can fall in this range)
Base	45 degree bevel
Lip	Compressed and level

Appendix B

Fall 2018
Art 196 Beginning Ceramics
Assessment Scoring Rubric
Vessel - Cylinder

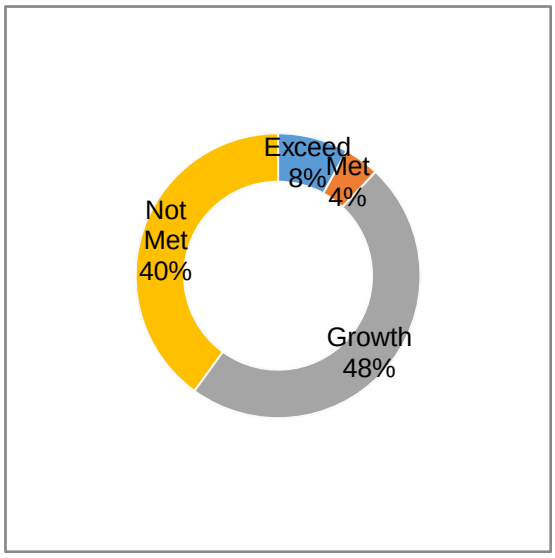
Rubric	4 Exceeded	3 Met	2 Room For Growth	1 Not Met
Height	**over 6” height**	**6” in height**	**4” up to 6” height**	**less than 4” height**
Width	**over 4” width**	**4” width**	**3” up to 4” width**	**less than 3” width**
Walls	**less than 1/4” in width on top less than 3/8” at bottom**	**1/4” width on top 3/8” at bottom**	**1/4” up to 3/8 width on top 3/8” up to 1/2” at bottom**	**more than 3/8” width on top more than 1/2” at bottom**

Rubric	4 Exceeded	3 Met	2 Room For Growth	1 Not Met
Height	**over 6” height**	**6” in height**	**4” up to 6” height**	**less than 4” height**
Bottom	**less than 1/4” in thickness**	**between 1/4” - 3/8” thickness**	**between 3/8” - 1/2” thickness**	**more than 1/2” thickness**
	4 Met	**3 Proficient**	**2 Room For Growth**	**1 Not Met**
Base	40 - 50 degree bevel	30 or 60 degree range bevel	10 or 80 degree range bevel	Did not bevel
Lip	Compressed and level	Compressed and slightly uneven	Not full compressed and uneven	Mot compressed and uneven.
Craftsmanship	Inside/outside surfaces are smooth, no slurry present, cleanly cut bevel	One of the surfaces are smooth, marginal slurry present, uneven cut bevel	Neither surfaces are smooth, slurry present, jagged cut bevel	All surfaces are rough, or textured, lots of slurry present, jagged or uncut bevel

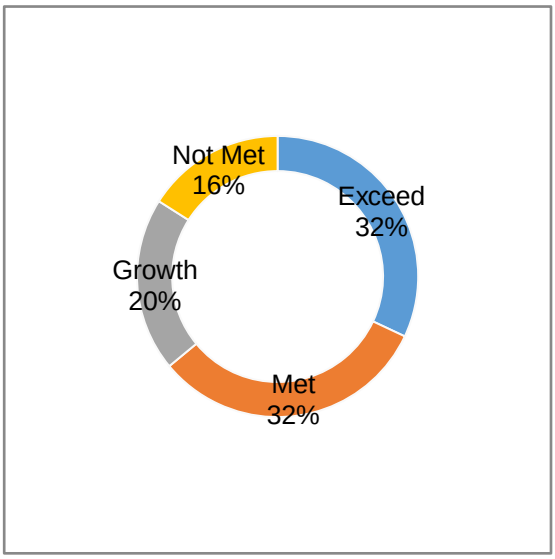
Appendix C

Scoring Results for Fall 2018

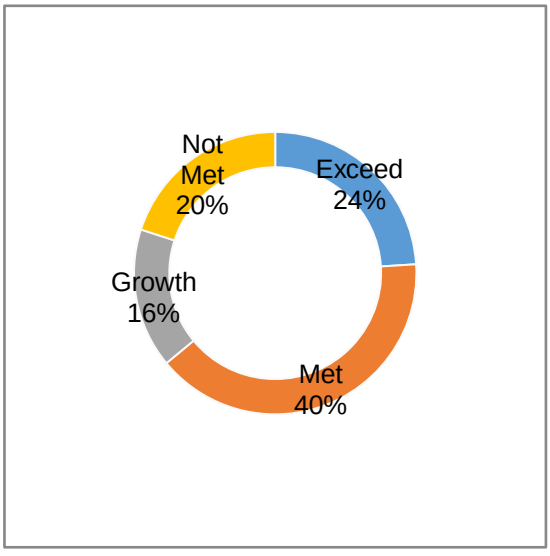
Height of 6”



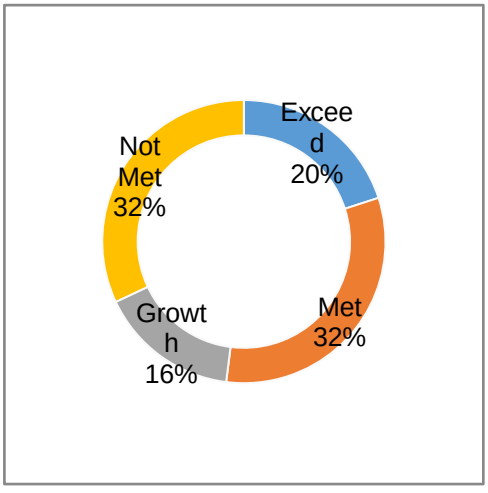
Width of 4”



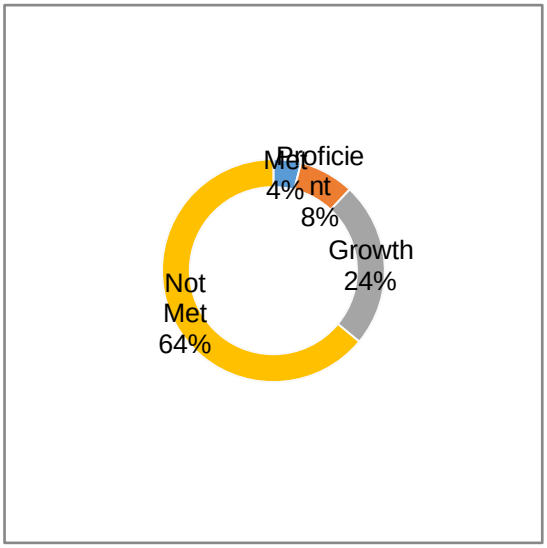
Walls between 1/4” - 3/8”



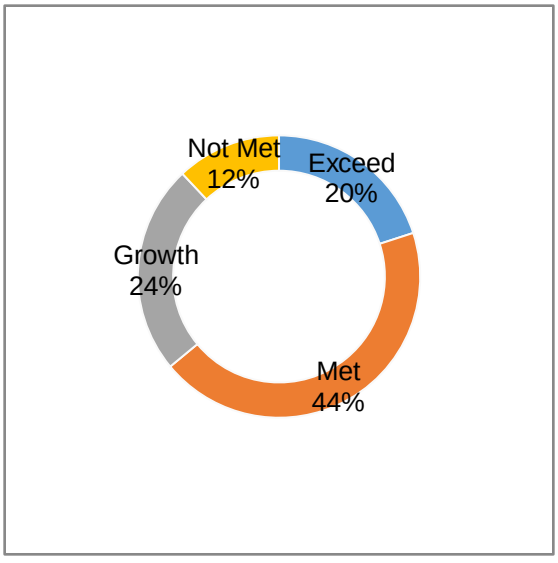
Bottom between 1/4” - 3/8”



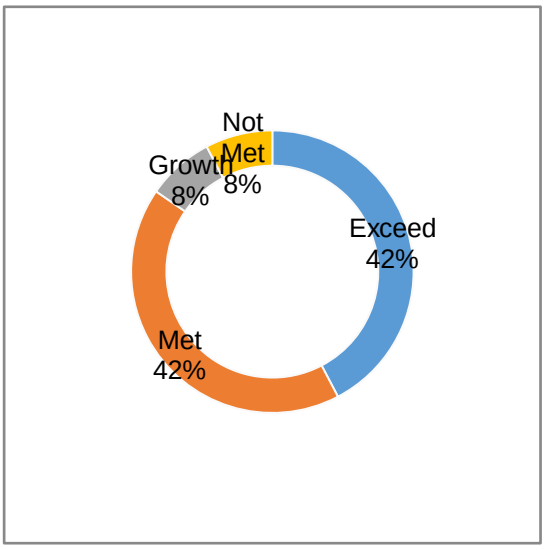
Base (bevel at 40 - 50 degree angle)



Lip (evenly compressed)



Craftsmanship



Appendix D

{Insert photographic evidence here]