

Certificate Assessment Plan

Ceramics Certificate
Program

School of Art + Art History

College of Fine Arts

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A. Rationale

There is continuous interest by non-majors to study ceramics. It is particularly sought after by such fields as dentistry (manual dexterity) and archeology (pottery identification). Students leave the program with the ability to throw on the potter's wheel, plus model and carve clay. The students will have developed skills in a broad variety of hand-forming processes and gained knowledge in glaze application and kiln firing methods.

B. Mission

The Ceramics certificate program enables non-art majors to develop skills in the principles and practices utilized by ceramic artists and affiliated industries. The program develops skills in various techniques in clay forming, an understanding of content in art and promotes students exploration of creative problem solving as it relates to art practice. Through the study of art theory, art history and historic and contemporary art, students gain knowledge of art genres and systems of thought. Emphasis is on development of the concepts and skills related to art studio practice. Students will learn to use research practices effectively and to discuss the development of their work in speech and in writing. The Ceramics certificate program supports the college's mission to "The College also offers substantial general education and service courses to non-arts majors and intends to continue this service in the coming years." (College of Fine Arts [Mission Statement](#)). The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida [Mission Statement](#)).

C. Student Learning Outcomes (SLOs)

note: these are revised SLO's for this plan

1. Demonstrate the principles, practices and theories of a professional art practice. (content knowledge)
2. Demonstrate appropriate technology and techniques to their area of concentration. (content knowledge)
3. Demonstrate sound research and production practices resulting in a focused body of work that demonstrates their commitment to art and to a personal vision and/or direction. (critical thinking)
4. Demonstrate competency in a variety of media and techniques appropriate to their area concentration. (critical thinking)
5. Communicate effectively in speech and writing. (communication)

D. Assessment Timeline

SLOs	Portfolio	Artist Statement
#1	X	
#2	X	
#3	X	
#4	X	
#5		X

E. Assessment Cycle

Data Collection: Fall and Spring Terms of Indicated Year (F12-S13)

Analysis and Interpretation: Subsequent Fall Term (F13)

Improvement Actions: Subsequent Spring Term (S14)

Dissemination: Next academic year (F14-S15)

SLOs	Year	12-13	13-14	14-15	15-16	16-17	17-18
#1		√			√		
#2		√			√		
#3			√			√	
#4			√			√	
#5				√			√

Disclaimer: No data was collected in 2011-12

F. Methods and Procedures

Both direct and indirect measures would be taken into account, and the faculty would devote a portion of each of their regular faculty meetings to strategize and come to a consensus on the specific metrics appropriate for this degree program.

Methods:

During the fall review and analysis cycle, the faculty teaching in the certificate program will review the DIRECT and INDIRECT DATA as they best determine, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- *change the SLOs and ALC
- *change the data collected (assignments, etc.)
- *change the curriculum

DIRECT DATA: The faculty will randomly sample actual student work from 3000/4000 level courses, in a variety of formats, based on projects and assignments from those courses. The faculty will develop appropriate rubrics based on the nature of the student samples. Samples will be collected based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

Procedures:

In the fall and spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples from the designated courses they teach. A set of 5-7 samples from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate. Depending on the course and learning outcome, these samples may include artwork (digitally documented if not originally digital), research papers, exams, evidence of in-class studio practices and collaborative learning activities, documentation of exhibitions, and written artist's statements.

During those same semesters, the INDIRECT DATA for those courses and the degree program will be collected by the Dean's Office.

The faculty for this degree program would meet in December of the review and analysis year to generate a report that would go to the Institute director and the deans, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made that spring, for implementation in the following fall.

G. Assessment Oversight

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