



Action Plan Project for Learning Excellence Report

BCC Teaching and Learning Center

Project title:

Team Leader: Jennie Braman and Carolyn Martin

Other Participants: Seth Eisen and Judi Pettite

1. What **problem/need** did your project address, as established by previous inquiry or SLO assessment?
 - How can we simplify the assessment process for art history and studio art classes?
Problem identified by the challenge and resistance of faculty to start and complete assessment cycle, and by the lack of substantive data that came from the process when completed.

2. What previously **published research or documentation** of other related work informed your project? Please paste in at least 2 links, and briefly summarize.

1. Classroom Assessment Techniques, Thomas Angelo & K. Patricia Cross

A practical handbook for college faculty to develop assessment methods and better understand the classroom learning process. Offers fifty different assessment techniques with procedures to adapt, analyze data, as well as pros and cons for each method.

2. Art Subjects: Making Artists in the American University, Howard Singerman

Traces the origins of studio art as an academic discipline in American colleges. Examines the history in terms of gender and the professional artist as professor. Opens a crucial dialogue regarding how to measure “artistic ability,” and mark student progress while meeting institutional grading systems.

3. **What did you make or do?** Please describe briefly, and attach or link any relevant documents or tools.

The Apple Art team adopted a template used by Los Medanos College to create a template for Art History and Studio Art faculty to use to streamline the process of assessment. Key features include a chart that shows all SLO’s for the course, measures, rubric, results, and action plans, and a suggested timelines for these activities.

4. How did you/will you **evaluate** the effectiveness of the product/action?

We plan to distribute template to faculty at Flex Day during the department meeting and have them use it. Feedback will be gathered after Fall semester and template adjusted for efficacy.

5. How can your work **apply beyond your particular area**? What advice do you have for other groups who undertake a similar project?

This template can be used by any discipline. The reason it is appealed to us was the user-friendly, visual format that centralizes and records the whole process. This will not supplant the Assessment Questionnaire needed for Taskstream, but will make the completion of this document easier for all.

6. How **did the project change**, if it did, over the course of the semester?

Initially, our group hoped to find an assessment technique that could be used by all Art courses. We did not come to this conclusion, but instead identified 5 possible assessment methods. These recommended assessment methods range from direct and indirect (faculty-driven and student-centered to use our language) methods to assess student learning.

7. What other ideas or areas of **possible future inquiry** or **implementation** did you identify through your process?

The group discussed extensively the advantages and disadvantages with direct/ faculty-driven versus indirect/ student-centered assessment. There could be more discussion along these lines, and perhaps more work done on finding an assessment that easily incorporates both.

8. What connections/questions/applications arose through sharing with other colleagues at the colloquium?

Most members of the team were not able to attend the symposium due to schedule conflicts. However, valuable information was shared about group projects (specifically, the list of engaging ways to create group activities presented by MMART) and online instruction (specifically, the online introduction model piloted by Linda McAllister).

9. **What's next?** How will you share your work and who should know about it?

The team was asked to share their work with the larger group of faculty at the Flex Days for Fall 2016, as well as with the faculty in Art. Ideally, all faculty would have a chance to participate in this level of discussion and engagement with the assessment the process.

Thank you!