

Program Four Column Report



Academic Program: Example - Basket Weaving practice plan

Primary School: Other

Learning Outcomes	Assessment Methods	Assessment Results (What we learned)	Use of Findings
<p>Knowledge of Terminology - Students will be able to identify and label the main components of baskets in ancient Greek and Latin artifacts.</p> <p>Outcome Status: Active Learning Outcome</p> <p>Outcome Year: 2012 or prior, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-17, 2017-18, 2018-2019</p> <p>Start Date: 09/01/2009</p>	<p>Quiz/ Exam - Student scores on the questions related to labeling that appear on the final for Basket Weaving 210.</p> <p>Target: All students should be able to label all of the main components for both Greek and Latin artifacts, with no more than 2 components mislabeled on any given artifact. Overall, the class should show competency across the board.</p> <p>Schedule/Cycle: Faculty teaching Basket Weaving 210 will meet every January (after the fall semester) and compare notes on how well students did on the final as it relates to these questions. The faculty will discuss strengths and weaknesses of students and identify relative strengths and weaknesses.</p>	<p>Observation Status: No Action Plan Necessary</p> <p>Summary of what we learned: Target met or exceeded Faculty teaching Basket Weaving 210 met and determined that students are now meeting target goals for both Greek and Latin artifacts. The feedback on the new textbook is very positive. (09/16/2011)</p> <hr/> <p>Observation Status: Action Plan Completed; Results Documented</p> <p>Summary of what we learned: Other (Expectations not met) Faculty teaching Basket Weaving 210 met and determined that students did not meet expectations for Latin artifacts, especially relating to the different designs of handles. Furthermore, students did not seem to even appreciate the importance of this learning outcome for their future careers as basket weavers. This seems to be a barrier in getting students to study this. Further investigation found that the textbook that most faculty use is confusing. (05/11/2010)</p> <p>Related Documents: full assessment results.docx</p>	<p>Use of Finding: Dr. Kerwin, from the Smithsonian, has been invited to campus this coming spring to talk about Greek and Latin artifacts, and the importance of this knowledge in career building. (09/08/2011)</p> <p>Follow-Up: After Dr. Kerwin's presentation, students were given a feedback sheet to complete. Students indicated a greater appreciation for knowledge in this area. (09/27/2011)</p> <hr/> <p>Use of Finding: Two faculty, Smith and Olsen, are experimenting with a new textbook in Spring to see if it is more effective. (09/08/2011)</p> <p>Follow-Up: Smith and Olsen both changed their textbooks early, in fall, and are seeing immediate positive results. The department has decided to recommend this as</p>

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<p>Basket Weaving - Students will demonstrate expertise in the four major basket construction methods including coiling, twining, weaving and plaiting.</p> <p>Outcome Status: Active Learning Outcome</p> <p>Outcome Year: 2012 or prior, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-17, 2017-18, 2018-2019</p> <p>Start Date: 09/28/2007</p>	<p>Creative Work - Review samples of the four kinds of basket construction, using a rubric that rates samples on accuracy of weave patterns, consistency of work, and ability to accurately describe each construction method in writing.</p> <p>Target: 80% of students should be able to score an overall score of "well" or "very well" on at least three patterns. 95% of students should achieve an overall score of at least "fair" on all patterns. Scores for each of the four patterns will also be tracked and targets established.</p> <p>Schedule/Cycle: The department's undergraduate curriculum committee will collect 8 examples of each of the four kinds of basket construction. Samples of student work from the course BASKET WEAVING 200 will be taken every other spring and be reviewed over the summer. (This will be done every other year starting in summer 2010.</p> <p>Related Documents: BASKET WEAVING RUBRIC.docx</p>	<p>Observation Status: No Action Plan Necessary</p> <p>Summary of what we learned: Progressing as planned We found great stuff. (09/23/2015)</p> <hr/> <p>Observation Status: No Action Plan Necessary</p> <p>Summary of what we learned: Target met or exceeded We did this assessment again with very strong results. Using samples from 17 seniors, we found that 100% of students did well on at least three patterns and they all had an overall score of fair or better. (09/04/2015)</p> <hr/> <p>Observation Status: Action Plan Being Developed/ Implemented</p> <p>Summary of what we learned: Progressing as planned A review of samples from 19 of the 22 students in the class found that 95% of students scored 'well' or 'very well' on at least three patterns and 95% scored at least 'fair' on all patterns. However, the score for the 'twining' construction was consistently below that of the other methods and was an area of concern for the undergraduate curriculum committee. (08/05/2010)</p>	<p>the new textbook. (09/14/2011)</p> <p>Use of Finding: I will post results on website (09/23/2015)</p> <hr/> <p>Use of Finding: The department is displaying examples of student work at the famous downtown Basket Gallery. Previous internship advisors were invited and recent alumni were also invited to the gallery opening. The hope is that by better marketing the strengths of student work, the program will boost its reputation in the DC area. (09/21/2015)</p> <hr/> <p>Use of Finding: We plan to suggest to instructors that they have two sessions on 'twining', not just one, and that this construction method is assessed earlier so that students have more time to take advantage of the departments grad assistants/tutors should they need more help. (09/01/2010)</p> <p>Follow-Up: The change in adding more sessions on twining was added in spring 2011 and preliminary results look positive. Informal feedback from students indicates that they have a better grasp of twining. We'll assess again more formally next year. (07/04/2011)</p>
<p>Materials - Students will able to critically evaluate the appropriateness of various weaving</p>	<p>Paper/Project - Baskets made in Basket Weaving 222 will be evaluated by faculty.</p>	<p>Observation Status: No Action Plan Necessary</p> <p>Summary of what we learned: Target met or exceeded A review of 18 baskets done through the senior capstone</p>	

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<p>materials, and use materials that best meet the purpose of the basket.</p> <p>Outcome Status: Archived Learning Outcome</p> <p>Outcome Year: 2012 or prior, 2012-2013, 2013-2014, 2014-2015</p> <p>Start Date: 09/01/2009</p> <p>End Date: 07/20/2010</p>	<p>Target: 80% of baskets will be great.</p> <p>Schedule/Cycle: We will do this method every other year.</p>	<p>project found that 17 of 18 students did an excellent job of evaluating weaving materials and choosing the best materials for their baskets. This is a significant improvement from last year. (09/24/2014)</p> <p>Observation Status: Action Plan Being Developed/ Implemented</p> <p>Summary of what we learned: Other (Expectations not met)</p> <p>Faculty met on September 22nd and reviewed 15 baskets. 4 of the 15 were excellent in terms of the use of materials. (09/24/2013)</p>	<p>Use of Finding: Faculty discussed the results and learned that students did not have funding to purchase the right materials. Also, access to materials was spotty. The bookstore didn't carry the material that faculty expected and the department did not order the materials. As a result, the department plans to request funding for the materials in its budget so that it can partially subsidize this for students. It will purchase the material directly from vendors and offer it to students. (10/02/2013)</p> <p>Follow-Up: An alumni who works in the field has donated funds for materials. Materials are now readily available for students. (01/17/2014)</p>
<p>Oral Presentation - Students will be able to give an effective oral presentation designed to explain to the general public the value of hand-woven works of art.</p> <p>Outcome Status: Active Learning Outcome</p> <p>Outcome Year: 2012 or prior, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-17</p> <p>Start Date: 08/24/2011</p>	<p>Final Paper/ Final Project - Oral presentation to faculty, students and staff as part of the Capstone course. Audience participants will complete a feedback form after oral presentations, using a rubric that asks a number of questions, including how well one gained a sense of the value of hand-woven works of art.</p> <p>Target: At least 90 percent of all oral presenters should get an average score of good or excellent on the question about value of handwoven</p>	<p>Observation Status: Action Plan Being Developed/ Implemented</p> <p>Summary of what we learned: Progress toward target is mixed</p> <p>The oral presentations in spring 2015 demonstrated several strengths and weaknesses. Although students seem to be comfortable speaking before a group, students are over-reliant on Powerpoint and had trouble organizing their presentation for maximum impact. They need more training on the effective use of handouts. (09/11/2015)</p> <p>Related Documents:</p> <p>TracDat Tutorial</p>	<p>Use of Finding: Faculty devoted a full course period to training on oral presentations. The issue of eye contact (listed as a challenge in a previous assessment) is no longer a problem. (09/15/2016)</p> <p>Follow-Up: An example of progress is listed here: https://www.youtube.com/watch?v=jLkj73F4fP8 (09/15/2017)</p> <p>Follow-Up: A survey of alumni found that students are now very satisfied and confident in their</p>

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	<p>works of art. The overall score for the presentation should be above the level of good.</p> <p>Schedule/Cycle: This data will be collected every spring in the Capstone course, with the Capstone faculty member reporting out to the Undergraduate Curriculum committee the results. Results will be reviewed the following fall.</p>	<p>Observation Status: Action Plan Being Developed/ Implemented</p> <p>Summary of what we learned: Progress toward target is mixed</p> <p>95% of students scored good or excellent. However, the faculty were concerned that students consistently didn't look at their audience. (09/13/2011)</p>	<p>ability to speak about their work. Several alums now have youtube channels that teach others how the basics of their craft and the value of hand-woven works. These channels have big followings. (12/01/2016)</p> <p>Use of Finding: Students will be taught the importance of looking at their audience. (09/13/2011)</p>

History - Students will be able to describe the history of basket weaving, with a special in-depth appreciation for at least one specific era.

Outcome Status: Archived Learning Outcome

Outcome Year: 2012 or prior, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-17

Start Date: 09/05/2010

End Date: 09/20/2014