

Course Assessment– Part B: Your Results & Analysis

#262

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ART 252 – Ceramics I – 1091613 – P.K. Hoffman – Fall 2017

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

The class had a rough start due to the fact that we did not have any clay the first week. 80% to 90% of students met the outcomes (see responses to question #2). Close to half of the students put in extra make-up time to fill in for the absence to materials and space. The students who put in the extra time, excelled.

Outcome #1 *

Apply creative processes to solve problems using a progressive variety of strategies.

% of students who successfully achieved the outcome (C or above) *

80

Outcome #2 *

Create personal works in clay which demonstrate a basic understanding of ceramic ideas, materials and techniques.

% of students who successfully achieved the outcome (C or above) *

90

Outcome #3 *

Employ self-critiquing skills.

% of students who successfully achieved the outcome (C or above) *

85

ANALYSIS

3. What contributed to student success and/or lack of success? *

Success has to do with their own personal ability to acquire or promote personal motivation. A lot of it has to do with just their attitude. Given the fact that there were kind of extreme obstacles to overcome (see #1), I thought they did very well. I provided extra make-up classes throughout the term to make up for the lack of clay during the first week, which I think helped the majority of students succeed.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

Out of 12 students, only 6 students responded to the SCE. Of those students, the majority of students felt that they moved from good to very good or excellent for Outcome 1. For outcome 2, the majority of students said that they began with a poor level and moved to a very good level for demonstrating a basic understanding of ceramic ideas, materials and techniques. For outcome 3, employ self-critiquing skills, the majority of students went from fair/good to very good.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes, I think this was one of the better classes that I had in a long time. The ones that completed the course did a really good job.

6. Based on your analysis in the questions above, what course adjustments are

An organized lab time would be beneficial to program and students, as indicated by the students who excelled at meeting the outcomes as a

warranted (curricular, pedagogical, student instruction, etc.)? *

result of having extra access to the lab.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

More budget to pay the instructor for lab time.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

Not many changes were made to teaching methods or curriculum, however knowing that changes will be made to outcomes in the near future, I had many thoughts about how adjustments should be made the next time I teach this class.

9. Describe how you have shared information about course outcomes with your students.

I do go over the course outcomes in the assignments – outcomes are stressed, but they are ongoing as I will be adding more precise outcomes to the course in the near future.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

Glaze testing is a very good example of how CLO#1 and #2 are supported. Students are required to think critically about how glazes work together (it's chemical, not related to pigment), then must communicate their glaze test results to the class.

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