

Course Assessment – Part A: Your Plan

#386

Your Email *

Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ART255 – Ceramics II – 1093924 – P.K. Hoffman – Spring 2019

Part A: Your Plan

DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Create personal works of art that demonstrate an advancing level of ideas, processes, materials, and techniques associated with hand building, wheel throwing, molds, and surface treatments.

Outcome #1 *

Outcome #2 *

Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Outcome #3 *

Develop a cohesive body of artwork.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? No

Comments:

2. To which degree(s) or certificate(s) does your course map?

Degree, Certificate, & Program Outcomes

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science Oregon Transfer – Business (ASOT-BUS)
- Associate of Science (AS)
- Associate of General Studies (AGS)

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Throwing – Students are expected to center larger amounts of clay, incorporate stacking techniques and apply the use of handles to functional ware. Students will design a significant term project with greater emphasis on specific form and function.

Glaze Chemistry – Students will create glaze composed of indigenous materials based on historical content covered in class.

Notebooks/Journals – A classroom notebook or journal is to be maintained by each student. Students will include a written statement of emphasis of goals for the term. The journal is to list project activities, glaze information, project plans and sketches, work evaluations, etc. The ceramic journal's primary function is to record studio occurrences, experiences and observations reflective of problems and potential solutions to ceramic work. Journals should be

completed and enhanced in addition to studio time. Journals at this level should evolve into a lifetime engagement with personal growth. The journal is to be submitted with completed work at the end of the term.

Outcome #2: Method to assess student understanding *

Throwing – Students are expected to center larger amounts of clay, incorporate stacking techniques and apply the use of handles to functional ware. Students will design a significant term project with greater emphasis on specific form and function.

Glaze Chemistry – Students will create glaze composed of indigenous materials based on historical content covered in class.

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Outcome #3: Method to assess student understanding *

Throwing – Students are expected to center larger amounts of clay, incorporate stacking techniques and apply the use of handles to functional ware. Students will design a significant term project with greater emphasis on specific form and function.

Glaze Chemistry – Students will create glaze composed of indigenous materials based on historical content covered in class.

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4. How will you know if you were successful in your efforts to teach this outcome?	I know I will be successful in teaching this outcome if I see growth in the majority of the students throughout the term.
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Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	I know I will be successful in teaching this outcome if I see growth in the majority of the students throughout the term.
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Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	I know I will be successful in teaching this outcome if I see growth in the majority of the students throughout the term.
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5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1	Do you have suggestions to improve the workability of the space?
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Question #2	What tools and materials would best facilitate your growth in this class?
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Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)	NO
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Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"

2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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