

# Course Assessment– Part B: Your Results & Analysis

#335

Your Email \*

Please select your course and 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.

## 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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

#1 . Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

9 students participated in score card grading of assignment. Instructor also participated bringing a total of 10 score cards evaluated. Each score card had 5 points total for "A" grade . 4 points total for "B" grade and 3 points total for "C" grade.

#2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

8 students participated in a written test assigned to a critique of a personal art piece. Grades were assigned by instructor. 90 – 100% = "A" 80–90% = "B" 70–80% = "C"

#4 Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.

9 students participated in a group critique score card assignment. Each student presented artwork examples from different cultures as well as personal artworks inspired by different cultures. Students were to guess and record which cultures the personal artwork closely represented. Instructor guessed and recorded as well.

### Outcome #1

\*

#1 . Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

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

100%

### Outcome #2 \*

#2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

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

100%

### Outcome #3 \*

#4 Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.

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

100%

### ANALYSIS

Continued good attendance , note taking , practice and active participation in discussions contributed to student success.

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

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students

to take responsibility for their own learning. Please compare 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. \*

#1 . Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

80% or better assessed their understanding or mastery of the outcome.

#2. Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

80% or better assessed their understanding or mastery of the outcome.

#4 Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.

80% or better assessed their understanding or mastery of the outcome.

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

yes

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6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

Better access to visual materials in college library.

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

I would like to have more watercolor history art books available at The Hood River Campus.

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

I have included more assignments focused on cultural examples of artwork. Research and reports as well as individual painting assignments to help students achieve more cultural literacy.

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9. Describe how you explain information about course outcomes and their relevance to your students.

I review the syllabus at the beginning of class as well as several times during the course of the term. Before I present an assignment I talk about the reference to the outcomes they are working to achieve. During group reviews and critiques of assignments we also discuss outcomes that were appropriate to assignment.

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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).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

#4 Cultural Awareness.

I would like to see more library materials available in Hood River Campus . This would be helpful to further expose students to multiple examples of artwork created in different cultures other than what is covered in class. Having the hard copy examples to check out would help facilitate learning through curiosity. I find that having reading / visual materials to check out and take home helps students learn outside of the classroom.

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