

Course Assessment– Part B: Your Results & Analysis

#448

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ART 230 – Drawing I – 1095004 – Elizabeth Anderson – Winter 2020

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. *

#2 A written vocabulary assignment to define art terms was given to each student. Written and group critiques were presented and discussed individually and as a class. Critiques were scored . 11 students scored "C" or better grade on these assignments. 0 students scored below grade "C".

Outcome #1

*

#2 Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others. 10 students scored "C" or better on their critiques and assignments . 1 student scored a "D"

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

95%

Outcome #2 *

#3 Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 9 students were given a grade of "C" or better on their reports and presentations. 2 students were given no grade as they did not turn in a report and participate in assignment

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

80%

Outcome #3 *

#4 Apply perceptual and conceptual skills to develop a rich experience of the visual arts. 11 students were given grades of a "C" or better on their digital portfolio presentations. 0 students were given below "C" grade

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

100%

ANALYSIS

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

Students that regularly attended class and participated in critiques, assignments and presentations did very well . Only the few students that missed assignments and class were not successful.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please

All students reported improved understanding and progress.

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.

*

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

yes

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

none

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

none

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

none

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

I explain before during and after assignment why we are doing the assignment to achieve set outcomes.

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

We spent more time discussing cultural awareness and looking at artworks from around the world. I had 2 in class assignments were students were to use different cultures as inspiration to create their own artwork. We also had small group discussions so students could network one on one with each other which I think helped create a better understanding and interest in the subject.

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