

# Course Assessment– Part B: Your Results & Analysis

#428

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.

ART 230 – Drawing I – 1094227 – Jeff Stewart – Fall 2019

## 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. \*

All the students achieved the outcomes at varying levels depending on their background and the skill level that they came to class with. All students made improvements.

#### Outcome #1

\*

Implement deeper creative strategies to solve problems in making drawings.

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

100

#### Outcome #2 \*

Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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

100

#### Outcome #3 \*

Apply perceptual and conceptual skills to develop a rich experience of the visual world.

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

100

## ANALYSIS

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

Attending class positively contributes to student achievement. I had a really good attendance rate this term. By and large, I attribute their success to coming to class and working. I had a lot of return students and I think that I repeat concepts and techniques which helps them to "get" it.

I am teaching them many techniques of establishing proportion, such as using a proportional divider and numerical ratios, especially in the human face. Even though they don't always produce a "photographic" or exact drawing of a face, they are able to reproduce something that is definitely recognizable.

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

I gave the students all of the information, but I did not receive any feedback.

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.)? *	I am constantly making course adjustments based on my students' needs.
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. *	I am introducing a new technique to help take the pressure off students – showing the students how to smudge in shadow shapes prior to using hard or dark lines. This technique automatically flips them into their right brain, which enables them to draw.
9. Describe how you explain information about course outcomes and their relevance to your students.	I may not use the exact words, but everything we do pertains to the outcomes, and we discuss this in class.
<p>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:</p> <p>CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and</p> <p>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).</p> <p>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"</p> <p>CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"</p>	

<p>Created  <b>23 Jan 2020</b>          10:23:57 AM</p>	
PUBLIC	