

Course Assessment– Part B: Your Results & Analysis

#421

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. *

All students were able to complete and demonstrate meeting the basic goals of the class, despite many kiln issues: sharing the ceramics space with the evening class resulted in student work being removed from the kiln by others, losing much glaze chemistry information that students required as well as putting the class behind schedule; the large kiln under-fired at the end of term as well. Students really pulled together and spent extra time in class to make up work and problem solve the issues.

Outcome #1

*

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

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

100

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) *

100

Outcome #3 *

Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary for an active participation in critical dialogue about the ceramic process.

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

100

ANALYSIS

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

The kiln problems ended up creating strong class cohesion as everyone worked together to problem solve and fix the issues. Because the class was behind schedule as a result of kiln issues, students were required to return at the beginning of winter term to unload the kiln of their work fired over winter break. All but one student returned and students indicated they were happy with their work. Not only did students demonstrate meeting the course outcomes with their work, but they also demonstrated problem-solving skills and cooperation.

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

Due to all the kiln issues at the end of term, the SCE information was over-looked.

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) *

N/A

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

We still have the ongoing issues with the space that I have mentioned in previous course assessment Part Bs.

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

All issues reported in previous assessments require budget.

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. *

No changes requested for the space have occurred. I made due with what was available.

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

Course outcomes are reviewed at the beginning of the class. At the end of the course students show their work and their journals to me and discuss the progress they made in meeting the outcomes, as well as what they'd like to do in the future to improve their skills.

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"

CLO#1 and #2 – students present their findings on their glaze tests to the class, comparing their glaze tests with the other students, and determining what went right as well as what went wrong.
CLO#4 – normally we cover cultural curiosity with the student power point presentations on different ceramic and glaze styles found in other cultures, but this term the presentations were shelved because we had to address so many kiln issues.

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