Course Assessment – Part A: Your Plan   #483

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 286 – Watercolor I – 1095848 – Elizabeth Anderson – Fall 2020

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):

Outcome #1 * | 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.

Outcome #2 * | 4. Understand, interpret, and appreciate watercolor painting from different cultures, facilitating a lifelong engagement with the diversity of perspectives in the human experience.

Outcome #3 * | 6. Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Have you completed an assessment for this course prior to this term? | Yes

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If yes, are you assessing different outcomes? | Yes

Comments:

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2. To which degree(s) or certificate(s) does your course map?
Degree, Certificate, & Program Outcomes | • GENERAL EDUCATION

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 * | #2. Students will create a digital porfolio with artwork done in class using Google Shared Folder. Each painting will demonstrate a different wash technique. A portfolio will be evidence of their progress and understanding. I will evaluate each assignment for an overall letter grade.

Outcome #2: Method to assess student understanding * | #4. Students will complete an assignment where they will research and report on art from different cultures. They will report to the class cultural influences as they appear in the artwork. Such as subject matter, content and context. I will apply a letter grade to the assignement.

Outcome #3: Method to assess student understanding * | #6. Students will write and read to the class their critiques of their artwork from mid-term forward. A list of vocabulary terms describing art elements and principles will be used in critiques. I will grade each critique with a letter grade.

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4. How will you know if you were successful in your efforts to teach this outcome?	#2. 80% of students will be able to demonstrate the different wash techniques successfully.
Outcome #1: *	
Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	#4. 80 % of students will successfully lead a question / answer discussion as part of their assignment during their report and delivery to the class.
Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	#6. 80% of students will recieve a "C" or better on their critique process from mid – term forward.
5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1	What was the most positive thing about learning watercolor painting via Zoom delivery this term ?
Question #2	Where there any supplies that you would have liked to have included in your supply kit this term ?
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

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")
4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"
5. CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

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