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ART 252- Ceramics I- P.K. Hoffman- Winter 2023

*** 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.**

Outcome 1 was assessed formally by the students' finished products, however it was constantly assessed informally as the students tried to problem-solve the variables of working with clay and glaze. This outcome was also assessed by evaluating the students' thought processes in their journals. 10/12 students met this outcome. The 2 students who did not meet this outcome did not show up for the final, meaning that I was not able to evaluate their journals for this outcome.

Outcome 2 was assessed after students had some instruction in basic ceramic techniques.
For this outcome I assessed the student's personal direction as they completed their works. 12/12 met this outcome

For Outcome 3 students identified and communicate in their journals personal problem areas of difficulty or success in producing personal works in clay. 10/12 met this outcome. The 2 students who did not meet this outcome did not show up for the final and did not turn in their journals.

*** Outcome #1**

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

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

83

*** 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**

Employ self-critiquing skills.

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

83

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

Art has its own form of teaching and learning. The learning comes from producing a product by trial and error, while focusing on recording the process which produces the promotion of form. Journals are key evidence that students are recording the process, employing self-critiquing skills and solving problems in a progressive variety of strategies. To demonstrate achievement of all outcomes, students must show up for the final and turn in their journals. The students who did not do this could not demonstrate achieving their outcomes. The students who showed up for the final and turned in their journal were able to demonstrate that they had met all outcomes.

*** 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.**

I don't think any students completed the student course evaluation.

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

Yes - this was probably the best class in the last 10 years in terms of meeting outcomes.

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

I need to update the syllabus to emphasize the importance of the final exam and turning in one's journal.

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

Nothing, just time to update the syllabus.

*** 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.**

This term I integrated having the students video my instructions with their phones. The students could then go home, watch the videos and identify in their journals where they were having problems. At the beginning of each new class, students would describe to the group what their successes and failures were from the proceeding class, and as well could identify the steps from the video, where they were experiencing challenges. This allowed the group to help solve problems and enhanced the class synergy.

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

I introduce students to the outcomes during the first class.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO#1 & 2 - adding the videoing of instruction and writing in journals helps them to identify problems and then the class works together to identify strategies.