

CREATED	UPDATED	IP ADDRESS
 PUBLIC Jan 25th 2024, 1:55:48 pm	 COLUMBIAGORGECC Jan 30th 2024, 5:19:38 am	 198.236.191.247

* Your Email

phoffman@cgcc.edu

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ART 252-Ceramics I- P.K. Hoffman- Fall 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.

The course started out with 11 students, with 8 students completing the course. 6 students earned an A in the journal/notebook assignments used to assess Outcomes #1 & 2, and 2 students earned a B.. Outcome#3 was assessed through the Glaze Chemistry specific gravity measurement and Mishima petroglyphs assignments. All students met this outcome.

* 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

Understand, interpret, and appreciate ceramics from different cultures and times, facilitating a lifelong engagement with the diversity of perspectives in the human experience.

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

100%

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

The students who earned a B seemed to lack tenacity. When their products did not meet their pre-conceived notion the first time, they tend to give up without realizing the importance of "process" in ceramics and potential to learn from "failure". The production of a form does not necessarily result in a usable product without developing a workable process. What contributed to student success was that all students completed the journals and Mishima assignments. The specific gravity assignment also helps add more of a scientific component to the glazing "process" and a scientific way of measuring the water ratio in a glaze. This tied the process outcomes to the students products more concretely.

*** 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.**

All students stated that they made progress, at least to the beginning or developing level, which would be appropriate for this level of a ceramics course.

*** 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.)?**

The reason that students drop out is that they judge things as bad or ugly without understanding that ceramics is a "process". I think continually reminding students about the importance of "process" will help them be less judgmental of their product; helping them to focus on process as opposed good/bad/failure and find value in a personal developed process. I have been more conscious of addressing their process by checking students' journals on a daily basis. I also think introducing the glazing lectures earlier in the term helps to create a sense of success as that process is easier to attain. The glazing technique also builds their further sense of success.

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

While not required to implement the changes, the art building is in need of a working printer and more kiln shelving.

*** 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 added the Mishima assignment to support their ability to meet Outcome #3.

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

We discuss outcomes when I go over the syllabus and give daily demonstrations. I stress that developing learning processes build valuable processes in life.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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- after every firing each student has to present to the class, describing (communicating) the functional form of the piece and how and why the glaze turned out the way it turned out

ILO#2 - the nature of ceramics and glazing is all about solving problems

ILO#3 - the glaze chemistry projects

ILO#4 - Mishima project

ILO#5 - We build a sense of community responsibility in how the classroom functions. "What is good for the hive is good for the bee". Group dynamics plays a big part in a successful class while ensuring all the pieces get adequate space to receive the proper amount of "heat work" required. We have to make social arrangements just to address the physicality of getting the class work completed and fired.