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<div><div></div><div><div>PUBLIC</div><div>Feb 18th 2025, 11:02:54 am</div></div></div>	<div><div></div><div>198.236.191.247</div></div>

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ART 252-Ceramics- P.K. Hoffman-Part B- Fall 2024

\* 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.

This course lost about 15%-20% of the students of the term, which felt pretty high. However, the ones who stayed in the class did very well. The percentages below reflect the achievement of students who stuck with the course and completed the assignments. The second assignment, the Mishima assignment was interesting - everyone had a chance to interpret the assignment through their own abilities and personal reference so that they came up with their own process to achieve personal and individual results. Their personal interpretation of the assignment was an exercise in artistic exploration and judgement.

\* Outcome #1

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

\* Outcome #2

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

\* Outcome #3

Employ self-critiquing skills.

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

100

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

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Overcoming the personal evaluation of whether or not the activity is "worth their time" determined the degree of success. E. E. Cummings wrote something about when you go to the beach you're always looking for pretty shells, but what you find is yourself. I think the students who could get beyond the "is it worth my time" and use the process and creative product to find joy and learn about themselves were able to be more successful.

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**\* 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.**

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Although I didn't get any SCE results, my final is a final review, and this is where I receive feedback from the students, discussing what did and didn't work. This is where students provide personal reflections on the evaluation of their work and the evaluation of the class. One student asked an important question, which was "whether this course is worth my while" (see comment in #3). Other students were amazed that they were actually able to produce a pot, and understood why they were or were not able to achieve a goal, and plan to use this process for future goals.

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

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Although positive results were achieved, it also pointed out how the application and analysis of my process needs to be altered

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

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1. I will drop the hand-building part of the glaze testing and integrate glaze testing into the throwing. I'll break up the cylinders into quadrants of 4 and 8 and use those for the glaze test. I think this would be a better use of time and be more fruitful.
2. I am going to add a daily group activity to create a culture of group problem-solving, by asking students what they are struggling with and allowing the group to come up with ideas to help each other.

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

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None - reconfiguring class time

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**\* 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.**

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I have started to incorporate some of the changes listed in #6, which should address my recommendation from F23 to "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."

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

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The course outcomes are listed on the syllabus and we go over them in the first class. As far as relevance, many of them are metaphors for life skills, whether "asking meaningful questions", "facilitating a lifelong engagement with the diversity of perspectives of human experience" or learning how to "employ self-critiquing skills". The students understand that these outcomes are the "goals" of the 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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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#1 - Communication - group problem-solving activity - students have to learn how to identify and communicate what they are struggling with, and the other students have to demonstrate their ability to communicate solutions.

#2 - Critical Thinking/Problem-Solving- The goal is to use working with clay as a metaphor for developing a personal process for solving problems.

#4 - petroglyph and Mishima assignments

#5 - Community and Environmental Responsibility - the group problem solving exercise allows the students to appreciate the power of the group to develop creative solutions for some of the issues they experience in the class.

#3 - Quantitative Literacy - Glaze Chemistry assignment - ceramic formulas implies a chemical basis for assessment strategies in the development of glazes. And the recipes are lists of chemical components that result in different outcomes.