

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](mailto:swade@cgcc.edu).

ART 230- Drawing I- Amirra Malak- Part B- Fall 2025

**\* 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 7 students earned between a 4 and 5 out of 5 on final Patterns of Identity project.

**\* Outcome #1**

Implement deeper creative strategies to solve problems in making drawings.

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

100

**\* Outcome #2**

Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others.

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

100

**\* Outcome #3**

Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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

100

---

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

---

This was a small class of 7 which was helpful. I was able to really check in with each student before moving to next steps. I think part of what contributed to success was also clear expectations and requiring similar standards for each project, therefore building their comfort level and skills.

All artist and art history study involved class discussions after research and guidance toward how ideas could be applied to their own work in an original way.

Additionally, each project had a built in design process that guided students to generate original work.

During critiques, students were very comfortable talking about their work and the work of others by the final projects, as we had a critique every Monday for most of the term. We start every critique with a review of the materials, processes, and ideas for each project and the drawing/design goals. Self evaluations filled out before the critiques also involve writing their ideas and reflecting about their work, which I feel prepares them to speak clearly about their work.

---

**\* 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.**

---

Outcome 1: level of understanding and/or ability to: Implement deeper creative strategies to solve problems in making drawings.

I was glad to see by the end of the term there were no students who rated themselves at the “none” or “beginning level.” (3 were at those levels at the beginning of the term).

Outcome 2: Implement the vocabulary to be able to actively participate in a critical dialogue about drawing with others. Student perception more closely matched my analysis for this outcome with all students selecting developing to expert by the end of the term whereas 4 out of 7 students selected “none” or “beginning” at the start of the term.

Outcome 3: Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

I was surprised that 1 student still considered themselves at the “beginning” level as my perception of this outcome was that all students were extremely successful at autonomous expression especially in their final symbolic still life project. I do wonder if some students may not have completely understood the language in this prompt.

In conclusion, I still ranked students much higher in each outcome than they did. I am wondering if I should embed more of the specific language of the learning outcomes in each project so that students can more clearly see their growth.

The questions I added to the course evaluation were closer to how I speak about the outcomes in class and interestingly, students described greater growth:

“How has your ability to create work based on your own identity or background grown of the course of the class?” All student described personal growth in their answers to this question.

“How has your ability to implement drawing vocabulary to be able to actively participate in critical dialogue about drawing with others grown over the course of the class?” All students described growth in their responses to this question.

---

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

---

Achievement outcomes exceeded my expectations. This was an exceptional class however as most students had some drawing skill coming into the class.

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

---

While students were very successful, I would like to embed an artist/art history research project in addition to the regular artist study we do for each project so that students can explore artists of their own choosing. We do short studies of artists, but in depth study may help students make deeper connections between their own work and the work throughout art history. I hope this will improve their perception of their ability to "Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures." I may also include more of the language of the course outcomes within each project.

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

---

none

**\* 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 adjusted the length of time spent on proportion so that students would have more time on the still life final and so that we could possibly add the figure into the curriculum. I need to further tweak the timing as we were only able to add one day of figure drawing. Adding more components to the writing this fall since I was working on ILO 1 also added time to the unit.

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

---

We review the course outcomes at the beginning of the term when we go over the syllabus.

**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: Intercultural Knowledge and Competence. 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 - "Assumptions"

---

I focused on ILO 1. I fine tuned the requirements for the written commentary on the still life final to more closely match the language of the writing rubric. Adjustments included addition of the requirements to include drawing/ principles of design academic language, explanation of what constitutes appropriate style for an artist statement, and clearly defining the audience for the writing. The writing moved from a one paragraph written commentary to a three paragraph written commentary. This fall, I also required students to print and display their writing with their artwork in the library area of the Hood River Campus. I think this helped motivate students to take pride in their writing as the audience would include people outside of class.