

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 286- Watercolor I- Elizabeth Anderson- Part B- Winter 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.**

---

Students had a group critique where they were to score each others overall understanding and demonstration of the skills. Using a scale of 1 - 5 , 1 being low and 5 being high. The scoring was consistent with each student that participated . Each student scored a 4 or 5 on the scale demonstrating above "C" grade average.

**\* Outcome #1**

---

Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

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

---

100%

**\* Outcome #2**

---

Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.

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

---

100%

**\* Outcome #3**

---

Understand, interpret, and appreciate watercolor painting from different cultures, 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?**

---

Students were given assignments that interested them and they felt they had a connection with. Small group critiques helped prepare them for the large group scoring process.

**\* 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.**

---

The self assessments were a great reflection of the in class assignments and scoring .

**\* 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.)?**

---

none.

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

---

na

**\* 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.**

---

na

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

---

The beginning of class I reflect on the past class and how it applies to the current class and how these assignments help to meet and assess the outcomes listed on the class syllabus. The class syllabus is posted on our class Moodle shell and is projected on the big screen in front of the classroom several times during the term.

**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 #4 Students spent time in the library learning how to access research resources to look at artwork from all around the world. Students were challenged by an assignment to use museums and art galleries available through their CGCC library access.