

Unit Course Assessment Report - Four Column

Foothill College Department - Art (ART)

Mission Statement: The mission of the Art Department is to provide students with learning opportunities in the contemporary art practice, art theory and the history of art, and. Courses enable students to satisfy requirements for the A.A. Degrees in Art, Certificates in Art, and for transfer to other institutions as art Majors. Courses provide general students with the information and practical experience in working with art media, insight into the roles of the visual arts in historical and present cultures, and in the life of the individual. Our program introduces students to the varied approaches to art media and art practice.

The art program offers a range of foundation art courses. We offer Drawing I, II, III, Figure Drawing, Portrait Drawing, Color Theory, Basic Two-Dimensional Design, Three Dimensional Design, Ceramics, Print Arts and Book Arts. We offer on campus, hybrid and online art courses.

The History of Art offers a balance of depth and breadth. We offer African, Oceanic and Native American Art, History of Woman in Art, Modern Art, and Contemporary Thought, American Art, Ancient Art, Medieval and Renaissance, and early Modern Art, and Mexican Art.

Our studio art areas encourage student life and create community. Our workshops attract artist from the region and students from other colleges. Student clubs, art events, art exhibitions, visiting artists programs and speaker series are some examples of our student life.

Students leave our program with a portfolio ready to transfer into higher institutions and entry-level positions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012	Assessment Method: 1-3 page essay (weekly) evaluating and interpreting the artwork of a contemporary artist, such as Lorna Simpson. Assessment Method Type: Essay/Journal Target for Success: 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.	09/04/2012 - 80% of students received a C or better on this essay. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none GE/IL-SLO Reflection: Mastering the ability to write this paper is essential in the development of analytic and critical thinking skills.	09/04/2012 - I plan to continue to utilize this assessment as it has been successful. <hr/>
		09/04/2012 - 84% of students received a score of	

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Start Date: 09/01/2012 Course-Level SLO Status: Active		8 or higher on essay assessments. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none GE/IL-SLO Reflection: Mastering the skills required to earn a passing score is essential in developing the ability to evaluate and interpret analyses of artworks in written form.	09/04/2012 - I will continue utilizing this assessment as it has been successful to date.
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 2 - Analyze and Describe - A successful student will be able to Analyze and describe a single actual work of art in an in-depth essay utilizing specific art historical methodology, which focuses on the role of the viewer in creating meaning in a work of art. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Start Date: 09/04/2012 Course-Level SLO Status: Active	Assessment Method: A successful student will be able to write an essay, which focuses on an a single (actual) work of art in a museum context. Students will use a specific methodology (descriptive/deductive/speculative) in analyzing this work of art. Assessment Method Type: Essay/Journal Target for Success: 3-5 page essay using the above specific three-part method of analysis to describe, deduce information, and suggest areas for future research on single work of visual art.		
Department - Art (ART) - ART 190 - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp			

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edges application, blending, creating textures. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190 - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190 - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190X - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during			

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<p>the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190X - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190X - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 1 - Technical - Student</p>			

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<p>shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p>			

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Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190Z - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190Z - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 190Z - DIRECTED STUDY - 3 - Evaluation -			

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<p>Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 19A - PAINTING I - Paint Application - A successful student will be able to paint a still life from observation using various oil painting applications. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications in painting exercises.</p>	<p>10/14/2011 - Students in the Painting I class used two different paint application methods. Students made one alla-prima or direct painting from observation from a still life. Students made one glazed application painting from observation from a still life.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students are now understanding these new techniques by participating in book reading online class discussions. Students have improved techniques in impasto, alla prima, under painting and glaze application. Students used half of the class to practice these techniques. Using a portion of the class to practice during lab time has helped students to improve. Having the video tutorials has also helped students to improve at home and in class.</p>	<p>08/27/2012 - Students in the Painting I class will use two different paint application methods. Students will use one alla-prima or direct painting from observation from a still life. Students will use one glazed application painting from observation from a still life.</p> <hr/> <p>10/17/2011 - In the academic year 2011-2012 students will expand the use of paint application methods. The instructor is providing a variety of online videos demonstrating impasto, palette knife, glazing, wipe out method underpainting techniques and alla prima brush application methods. Students are successful by seeing how to do the videos and also practicing these methods in homework assignments. The students are also analyzing paintings that use various paint applications. Students are understanding these new techniques by participating in book reading online class discussions. The instructor plans to review the</p>

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			paint application technique and quality of book reading discussions at the end of the academic year 2012.
<p>Department - Art (ART) - ART 19A - PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes in painting exercises.</p>	<p>10/14/2011 - Students made two paintings during the quarter. Students focused on tonal underpaintings or monochromatic colors. In both exercises students added color to the paintings. The goal for the Fall quarter 2011 was to have students to have more practice mixing complimentary colors, color charts, color wheels and direct application of cool/warm color schemes.</p> <p>In the Fall quarter 2011 students are asked to expand the use of warm and cool colors and complimentary color schemes. Students are asked to practice making quick complimentary color studies and also complimentary color charts. Students are also making color wheels.</p> <p>Color theory class discussions and book readings are more integrated into the class. Students are required to discuss, write and integrate color theory terms in the Painting I class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>08/27/2012 - Students are now understanding how to make a finished oil painting using under-painting and also monochromatic colors.. Using a portion of the class to practice the steps or the process of an finished oil painting has improved their understanding of historical oil painting technique and glazing technique. Students have also improved by having the instructional video demonstrations to watch at home or in class.</p> <p>Students are also learning more about color theory by learning how to mix color compliments, the color wheel and also tints, tones and shades. Practicing color theory and color mixing has helped the students technique in the finished class oil painting still lives.</p>
<p>Department - Art (ART) - ART 19B - PAINTING II - Painting Styles - A successful student will be able to examine and integrate traditional and contemporary paint styles. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Evaluate use of traditional or contemporary paint styles and paint applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of traditional or contemporary</p>	<p>08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	paint styles and paint applications in painting exercises.	range of subject matters from abstract, realistic, surrealist or impressionistic. Result: Target Met Year This Assessment Occurred: 2011-2012	
		10/17/2011 - In the academic year 2010-2011 painting II students made copies of great works of paintings. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Students are now understanding how to make different styles and applications of paint by making a painted study or copy from a traditional or contemporary great work of art. Students use a portion of class time to copy from a painting. They have learned a range of techniques from palette knife, impasto, glaze application, scumbling or mix media.	10/17/2011 - In the academic year 2011-2012 paintings students will continue to make studies and copies of great works of paintings. The student is now asked to research, examine and discuss great works of paintings. The student now has a better understanding of the breath of painting from doing the academic research.
Department - Art (ART) - ART 19B - PAINTING II - Color Theory - A successful student will be able to paint different subject matter using color theory. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Start Date: 10/15/2011 End Date: 08/31/2012 Course-Level SLO Status: Active	Assessment Method: The instructor will give a portfolio review at Midterm and at the Final. Assessment Method Type: Portfolio Review Target for Success: Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.		

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<p>Department - Art (ART) - ART 19C - PAINTING III - Theme - A successful student will be able to create a series of paintings that express a personal point of view, a theme and personal content.</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of painting exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of personal themes, subject matter or content in a personal series of painting.</p>	<p>08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
		<p>10/17/2011 - In the academic year 2010-2011 painting II students made personal creative works of paintings. Students had the freedom to pick their own subject matter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>GE/IL-SLO Reflection: Students are now understanding how to use a personal theme or subject matter in a painting series. Allowing creative freedom has allowed students to use more communication and expression in a body of work.</p>	<p>08/27/2012 - Students now are using a sketchbook to help them create a personal body of thematic work.</p> <hr/> <p>10/17/2011 - n the academic year 2011-2012 paintings students will continue to make a series of personal work. The student is now asked to research, examine and discuss great works of paintings that relate to their theme or subject matter.. The student now has a better understanding of the breath of painting from doing the academic research.</p> <hr/>
<p>Department - Art (ART) - ART 19C - PAINTING III - Color Theory - A successful student will be able to paint a theme using color theory. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students will have a midterm and final portfolio review.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be evaluated how well they are</p>		

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Start Date: 10/15/2011 End Date: 08/31/2012 Course-Level SLO Status: Active	able to incorporate color theory borrowed from traditional or contemporary painters.		
Department - Art (ART) - ART 19L - PAINTING LABORATORY - 1 - Technical - A successful student will be able to able to examine artist painting styles and historical movements. Student shall be able to competently employ and manipulate oil paints, oil paint mediums, and paint brushes. Students shall demonstrate observational capacities and hand eye coordination by painting from life. Students shall be able to employ paint tools such as brushes to achieve a variety of technical results: blending, flat paint application, edge definition, textures. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 19L - PAINTING LABORATORY - 2 - Evaluation - A successful student shall compile all works created during the term in order to assess technical growth. Student shall consolidate a portfolio style binder with documented works, personal statement, written reflection of each painting. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			

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<p>Department - Art (ART) - ART 19L - PAINTING LABORATORY - 3 - Critical Thinking - A successful student shall be able to identify successful as well as problematic areas in their work and in the work of their peers to pose and find successful solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 20A - COLOR I - 1 - Technical - A successful student shall recognize the components of color, hue, value, chroma, and identify appropriate usage, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage, learn how to handle image under different circumstances in all art classes, and these tools are taught by demonstration and display work in a professional manner through mounting, matting or other methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate technical expertise in the mixing, judging,& application & neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% success in finding correct color and applying it without streaks by week 11.</p>	<p>12/02/2010 - At this point most students use the right mix of water to paint and can achieve smooth, matte results. More difficult is judging the color before it dries, as it will change. Work will improve with practice. Most students who work with digital media mix hues with use of layers, graduated color, and brushes at this point, and no longer ?click? for color</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>GE/IL-SLO Reflection: Would be helpful to make short videos demonstrating best methods.</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 2 - Principles - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads, dyads, tetrads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p>	<p>12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures</p>	

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Assessment Cycles: 2011-2012 Start Date: 12/01/2011 End Date: 12/16/2011 Course-Level SLO Status: Active	Assessment Method Type: Portfolio Review	and instruction that will help students both be able to comprehend and discuss art fully. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Some hand-outs may need revision to give more clear instruction. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.	
Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student shall be able to evaluate works and distinguish strengths or weaknesses. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012	Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work. Assessment Method Type: Observation/Critique Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.	06/07/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality. Result: Target Met Year This Assessment Occurred: 2010-2011 GE/IL-SLO Reflection: -Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone	

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	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	writing skills.	
<p>Department - Art (ART) - ART 20B - COLOR II - Technical - Students shall recognize the components of color, hue, value, chroma, and identify appropriate usage, recognize that the perception of color is not absolute but dependent upon the context in which it occurs, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage and handle image under different circumstances in all art classes, and these tools are taught by demonstration. Students will be able to practice craftsmanship in using paint and brush, cut paper and glue techniques. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p>	<p>09/25/2012 - Typically each project is discussed when it is due in the form of of a critique, and the portfolio gives students a chance to write reflections, improve the work and add new information. Portfolio gives me a chance to see the whole of the body of work. Most students do this well, as this is a more advanced class. Would like to improve the level of writing as it is superb with some students and lackluster in others. This is a problem in particular with students whose 1st language is not English. Simple encouragement helps them to get past their fears, but I am always searching for ideas that can improve the writing component in particular.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This is related to all 4 outcomes which demonstrate if students can communicate ideas, calculate excellence and problem solve, develop critical thinking skills about their own or other works of art, and develop citizenship skills working in a group environment.</p>	

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	<p>Assessment Method: Evaluate technical expertise in the mixing, judging,& application & neatness of paint in a class project; if using cut/paste method evaluate application and neatness; if using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Target for Success: 80% present finished, high quality, neat works.</p>	<p>06/02/2011 - In-Person students generally (80%) exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Students have a grasp of simultaneous contrast implementation. Students continue to have difficulty in writing about the assignment and reflecting on the process, even though they may exhibit that understanding during verbal critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>GE/IL-SLO Reflection: Some hand-outs may need revision to give more clear instruction. Continue to develop ways for students to write clearly about color in a way that demonstrates their understanding of the process.</p>	
<p>Department - Art (ART) - ART 20B - COLOR II - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target for Success: 80% participation with some students</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.		
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/19/2011</p> <p>End Date: 12/12/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p>	<p>09/10/2012 - Student exam results improved over 2010/2011. The average grades on the midterms improved to a B- (56/70). Students stated that they liked the way the review sheets allowed them to concentrate on important facts and also facilitate their mastery of the themes covered in each unit.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p> <p>This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Communication/Global Consciousness and responsibility core competencies because it requires students to be able to identify, contextualize (time, place, religion, politics, etc.) the cultures we study.</p> <p>10/14/2011 - First of all, all students have a hard time memorizing facts and then applying those facts to a historical and cultural context! In this case those facts are really very important because they help us understand what came before and</p>	<p>09/10/2012 - I intend to use the same review sheets for 2012/2013 and add more contextual information, but keep the clearly defined 'facts' that the students need to master for each exam.</p> <hr/> <p>09/10/2012 - I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>after an historical period, how to identify a give period based on the artistic style, and most importantly, what the art can tell us about the time and place in which it was made.</p> <p>Findings:</p> <ol style="list-style-type: none"> 1. The average grade for this section of each exam increased dramatically form exam #1 to the final (on average a four-point increase for an objective section worth 35 points). 2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas. <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: The initial findings from the fall of 2010 indicate that knowledge of basic facts improved the student's ability to engage with the broader concepts (critical thinking). Returning to this SLO in the fall of 2011, I emphasized the facts I felt the students needed to know by highlighting them on their review sheets. This produced dramatic results and the grade on the first and second exams improved by an average of two points.</p> <p>I feel that the critical thinking skills developed in any humanities course are by far the most important outcomes, however, increasingly students come to us with little basic knowledge of history and context. I realize that if I can help them get a basic grasp of chronology, their ability to understand and contextualize information</p>	<p>student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		improves dramatically.	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/19/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is addressed by an essay question on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.</p>	<p>09/10/2012 - #2This SLO featured on both the second midterm exam and was also an optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). The average grade was 12.5/16. The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.</p>	<p>09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.</p>
		<p>10/14/2011 - This topic was specifically addressed in the first exam. The essay question was successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam.</p>	<p>09/10/2012 - This SLO featured on both the second midterm exam and was also a optional term paper subject in the fall of 2011. As in</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.</p>	<p>2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). Average grade 12.5/16</p> <p>The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p> <hr/> <p>10/14/2011 - I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge. I will assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Classic Athenian Art - A successful student will be able to demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.</p>	<p>09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and will continue to assess this SLO. The lower grades on the term papers will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these in 2011-2012 and students found them very helpful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility competencies because it requires the student to relate culture (political, religious, etc.) to the material culture (art) produced in Athens in the fifth century. This also connects us directly to our own political beliefs (democracy) because modern notions of freedom are partially rooted in fifth-century Athenian values.</p> <hr/> <p>10/14/2011 - Ten students chose to answer the essay question related to this SLO on the first exam and the average score was 14/16 indicating a mastery of the subject matter. There were five term papers discussing Classical Athenian and the average grade was 61/70.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p>	<p>09/10/2012 - There are no reflections for 2011/2012 as this course was not taught that year, however, I will move forward with my assessment finding from 2010/2011 in the spring of 2013 when the course is taught again.</p> <hr/> <p>09/10/2012 - This course was not taught in 2012. I intend to assess this SLO again in the spring of 2012. I hope to see improved term paper grades because of the paper-writing seminars which were introduced in 2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This course was not taught in 2012 but, based on the data from 2011, I do not intend to make any changes to the way I teach the course. The exam essay grades were excellent and the term papers were acceptable (B/B+) average. The main reason for the lower grades on the term papers had little to do with the actual content of the papers and more to do with the MLA format and quality of the bibliographies.</p>	<p>09/10/2012 - This course was not taught in 2012. Looking back on the reflections form 2011, I feel that I will not change my assessment methods or expectations for 2012. Art 2AH students demonstrated an admirable grasp of the material and wrote excellent essay responses.</p>
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Cave Paintings - A successful student will be able to explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a 10 page MLA formatted research paper. This SLO is also a possible subject for a short essay on the first midterm.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student should receive a 60/70 on the term paper or at least a 12/16 on the midterm.</p>	<p>09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and the paper writing deficiencies will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these seminars for all my courses in 2011-2012 and students found them very helpful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO directly supports the following ILO's: Communication, Creative Critical and Analytical Thinking, and Community?Global Consciousness and Responsibility. The meaning(s) of Paleolithic cave paintings are constantly being reassessed as we gain more knowledge of how the brain works and how cultures use art (visual art as well as music) to create community and connect to a 'higher power.' Recent scholarship on cave painting requires the student to understand psychology, neurology, and new</p>	<p>09/10/2012 - As per my assessment findings, I will feature several paper-writing seminars in the course when it is taught in the spring of 2013.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>techniques in archaeology.</p> <p>10/14/2011 - The midterm results were very good with eight students addressing this question on the first exam and all eight receiving 13 or above. Four term papers addressed this question and the average grade was 59/70 (B). This was mainly due to the quality of sources.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p>	<p>09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and will continue to assess this SLO. The lower grades on the term papers will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these in 2011-2012 and students found them very helpful.</p> <hr/> <p>10/14/2011 - Based on all my reflections for the 2010/2011 academic year, I am currently emphasizing the importance of primary and secondary sources in my library orientation lab session. I will track the essay results for 2011/2012 to see if this improves the quality of research.</p> <hr/>
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16</p>	<p>09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p>	<p>09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	or better on the essay.	<p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>	
		<p>10/14/2011 - I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series. The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical Thinking and Analytical Thinking and Community/Global Consciousness and Responsibility ILO. This SLO requires the student to consider the impact of new economies (in this case, capitalism) on the development of artistic production. There is a clear relationship between economic innovation and scientific innovation.</p>	<p>09/10/2012 - I will continue to feature this theme on the second and third midterms and assess the outcomes for the 2012 course.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3</p> <p>- Bibliography - A successful student will be able to assemble and use an appropriate bibliography (works cited page) for the required term paper. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assignment directions for the Art 2B paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>09/10/2012 - 41 students wrote a term paper in the face-to-face class in the winter of 2012. 30 students received a C or above and we still had 11 papers with grades below a C. I spent more time discussing paper organization in the library lab session and offered two optional paper-writing seminars, however, only 11 students attended these sessions. It is interesting to note that of the 11 sub-standard papers, six actually had acceptable bibliographies, so I am more convinced that the problem has more to do with general college preparedness.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	<p>09/10/2012 - For 2012/2013 I will devote one online lab session to discussing the paper (both research and writing) and will offer extra credit to encourage students to attend the paper-writing seminars. of the students that attended the two sessions, all but one wrote acceptable (47/70 or above) papers with adequate bibliographies.</p>
		<p>10/14/2011 - 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred:</p>	<p>09/10/2012 - I was unhappy to see so many (19% of all essays) sub-standard papers. In all cases, they were not well researched and it was quite obvious that most had been written a few days before they were submitted. For 2011/2012 I have included paper-writing seminars and will spend much more time in class and in the library-lab session discussing the paper writing process.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 1 - Analyze and Describe - A successful student will be able to analyze and describe specific works of art with reference to their social, political, and theological context. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm essay or term paper. The student should be able to use the skills/techniques/strategies learnt in class to analyze selected works of art from the period ca. 600 - 1550 to expose meaning.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>09/10/2012 - 34 students completed Art 2BH in the spring of 2012. The average grade fro the midterms was 64/70 (A) and the term paper 59/70. Despite the lower average for the term paper, the grades reflect problems with the quality of research rather than the actual critical responses to the primary and secondary source material.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>09/10/2012 - The quality of writing and analysis in the 2012 Art 2BH was quite good. Students responded well to the course content and wrote thoughtful essay responses in their exams. I will teach this course again in 2014 and will increase the primary source reading as the students seem more than capable of synthesizing more complex sources.</p>
		<p>10/14/2011 - All the students in Art 2BH for the Winter of 2010 addressed this SLO in every exam and term paper. The data is rich, but the average</p>	<p>10/14/2011 - This is a very broad SLO and I will modify it before I</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>grade on the midterm essay for the class was 13/16 and the paper average was 60/70.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>teach Art 2BH again (Spring 2012).</p> <hr/>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Impact of Culture - A successful student will be able to Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is specifically addressed by the essay question of the first midterm.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: The student should earn at least 12/16 on the short essay question.</p>	<p>09/10/2012 - Exam #1 included the following question: Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture. This question required the student to comment on Germanic and Celtic influences on Early Christian art. 15 students chose to answer this question and the average grade was 12/16. Students wrote solid responses, but often failed to provide cogent examples to support their general narrative. Average essay grades improved on the second exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection:</p>	<p>09/10/2012 - I have no plans to change my approach to this SLO as it is well supported by the lecture content, text, lab discussion, and assigned films. I will assess this SLO again in 2014.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p> <p>10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16). Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: None at this time. GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	<p>09/10/2012 - I feel this SLO is well supported by the lecture content, lab discussions (session #1), and the text. I do not plan to change the way I present this information, but will assess it again in 2012.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and consumption of art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011 Start Date: 04/11/2011 End Date: 06/28/2011</p>	<p>Assessment Method: This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change.</p> <p>This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art</p>	<p>09/12/2012 - Two students featured this theme in their term papers in 2012. Both received above 60/70 on their term papers. In both cases they did an good job looking at the impact of industrial development on the production of art (commercially produced paints, etc.) and the themes in early nineteenth-century art (poverty, dislocation, wealth). Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: None at this time. GE/IL-SLO Reflection:</p>	<p>09/12/2012 - Art 2C will be taught in 2013 and I intend to further support this SLO with a lab discussion and video content available via FILms on Demand. The text and lecture content already emphasize the themes in this SLO.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	<p>of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</p>	<p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.</p>	
		<p>10/14/2011 - This topic was addressed in only two term papers and both received 60/70 or above. Eight students wrote an exam/essay response to this SLO and seven received 12/16 or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers social, technological, and political development.</p>	<p>09/12/2012 - I feel this SLO was well supported by the lecture content in the 2011 class. The results were good and the course content supported the students' learning.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p>	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include</p>	<p>09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question.</p> <p>1. How was art a weapon in the hands of the Counter-Reformation Popes?</p> <p>Eight students opted to answer this question on the first exam and all scored 12/16 or higher. Three students addressed this question on their term papers and only one received a score of</p>	<p>09/12/2012 - I feel the problems in the essay-writing will be addressed by a required essay-writing lab/seminar which will be introduced to all my classes this year (2012/2013).</p> <p>The SLO is supported by the lecture content and text as well as the lab discussion sessions and ancillary readings.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p>	<p>60/70 or higher. The reason did not relate to the handling of the subject matter, but had more to do with the quality of the sources, research techniques, and preparation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> <hr/> <p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70 or above. All seven exam essay responses received 12/16 or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the Counter Reformation changed the way Roman Catholics thought about their faith and added energy to Catholic countries' efforts to spread their faith around the globe. The ramifications of this 'colonial' expansion are still very much being debated in the colonized countries to this day.</p>	<hr/> <p>09/12/2012 - This is a complex SLO that requires an in-depth knowledge of Counter reformation theology. The students did an excellent job synthesizing this information. I will support this SLO with lab discussions and video content in 2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>		
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Historical Periods - A successful student will be able to Identify and name the major art historical periods from the 16th to the 19th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is quite objective. It will be assessed in the identification section of the three midterm exams. In each exam the student will be responsible for 13-14 works of art. The student will be expected to not only name the piece and provide an approximate date, but also to discuss the piece within the context of the material covered by the lecture content and reading assignments. The exams will require the student to name the style/period and explain what is significant about that time.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will be able to correctly identify</p>	<p>10/14/2011 - This SLO featured on all three of the scheduled exams for Art 2CH. I was very happy to see that the students (the class started with 38 students) did very well on the objective part of their exams with an average score of 32/35. This indicates that they were able to comfortably identify the art according to period/style, date, and provide a written analysis of the meaning and context.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection:</p>	<p>09/12/2012 - This course was last taught in 2010. I intend to teach it again in 2013/14. The results for this honors course were excellent and I plan to teach the information associated with this SLO as I have in the past. I will be adding weekly online lab discussions and selected films from Films on Demand to support the student's reading and lecture content.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	and name 8/10 works of art from the period 1600 - 1880.	This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to be able to identify the material culture from many different countries over the course of four centuries.	
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Contrast - A successful student will be able to contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will earn a 12/16 or higher on a short essay question dealing with this SLO.</p>	<p>06/22/2010 - 36 students took the second midterm that featured this as an optional essay topic. The seven students that chose this topic averaged 14/16 on the essay and typically wrote excellent, reasoned responses. Because this is an honors course, I especially wanted a very developed knowledge of the historical/economic/social context of the late 18th and early 19th centuries and the students seemed very comfortable with this content.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to synthesize a variety of societal influences (economic, political, and social) to understand one of the pivotal periods in world history.</p>	<p>09/12/2012 - I spend a lot of time on this SLO. It is pivotal to the whole course. The lectures, text, and lab content all support the SLO. I plan to add required videos from Films on Demand to further develop the students' understanding of this SLO, but the results have been excellent thus far. This course should be taught again in 2013/2014.</p>
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN ART - 1 - Identify and Analyze - A successful student will be able to identify and analyze within their socio-historical contexts a variety</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>of art objects and related traditions from Africa (e.g., Nigeria, Ghana, Mali, etc.), Oceania (e.g., New Guinea, Hawaii, Rapa Nui, etc.) and Native North America (e.g., Pueblo, Inuit, Northwest Coast, etc.) (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN ART - 2 - Ethnic/Cultural Heritage - A successful student will be able to evaluate and examine the role of ethnic/cultural heritage in your own life and in contemporary American society as a whole, based on an understanding of African, Oceanic, and Native American traditions (such as personal adornment, ancestor commemoration, etc.) discussed in Art 2D. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 1 - Evaluate and Discuss - A successful student will be able to utilize a chronological and thematic approach, evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/04/2012</p>	<p>Assessment Method: Successful students will participate in class discussions by responding to a series of questions based on weekly readings and lessons.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.</p>	<p>09/04/2012 - Over 80% of students participated in discussions by posting responses to lesson questions and replies to other student postings on a weekly basis.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: Participation in online discussions is critical in promoting understanding of the history of</p>	<p>09/04/2012 - By making online class discussions a requirement, more students have posted significant responses to questions about lessons and this assessment has become an even greater success; I intend to continue using this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		women in art. These discussions also create class cohesion and ongoing dialogue about the material covered in text and lessons.	
Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 2 - Analyze - A successful student will be able to analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Start Date: 09/01/2012 Course-Level SLO Status: Active	Assessment Method: 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks. Assessment Method Type: Essay/Journal Target for Success: 75-80% of students will receive a grade of 8 or higher on a 10 point scale.	09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none GE/IL-SLO Reflection: I will continue using weekly essay assignments as a means to evaluate student learning as the assignments have been successful thus far.	09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.
Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART)) Assessment Cycles: 2010-2011 2011-2012 2012-2013 Start Date: 01/03/2011 End Date: 03/22/2011 Course-Level SLO Status: Active	Assessment Method: This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures. 1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important. Assessment Method Type: Exam - Course Test/Quiz Target for Success: There are at least 10 possible attributes/aspects of the Buddha's appearance that could discussed. A student	10/14/2011 - Given the rather specific nature of this SLO, I expected the students to have a hard time identifying at least four attributes in the Buddha image they saw to accompany this question, however, the exam responses were perceptive and quite comprehensive with 7/21 students identifying at least five attributes and the balance all demonstrating a knowledge of at least three attributes. Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: None at this time. GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and	09/12/2012 - Based on my findings, I feel that the content of the course is adequate to support this SLO. I have not taught Art 2F since 2011, so I will revisit my curriculum this fall (2012) as I prepare to teach Art 2F in the winter of 2013. I will be adding a specific Lab/Discussion supporting this SLO and I have found several films on Films on Demand that Will also further strengthen the students' ability to identify Buddha iconography. 10/14/2011 - An important SLO for this course and the data supports a positive assessment based on the data for the spring 2011 class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>who can identify and analyze at least four attributes will receive 10/10 and the points scale will vary from there depending on the quality of the identification and analysis.</p>	<p>Responsibility ILO's because the student is required to fully integrate and understand another way of seeing and doing. In this case, how the Buddha's many manifestations and meanings are represented in art using culture-specific symbols and gestures.</p>	<p>I will assess this SLO again in the next Art 12 cycle.</p>
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 2 - Bibliography - A successful student will be able to demonstrate the ability to assemble a suitable bibliography to support the required research paper. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assignment directions for the Art 12 paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students must earn a 4/5 or better as per the paper assignment rubric.</p>	<p>10/14/2011 - This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p>	<p>09/12/2012 - This course was not taught in 2012, however, I have introduced paper-writing seminars in all my courses. There has been a modest improvement in the quality of the papers (bibliographies, etc.). I will make this seminar a required lab session for winter 2013.</p> <p>10/14/2011 - I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.</p>
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 1 - Periods - A successful student will be able to recognize and name the major periods in Islamic culture (e.g. Umayyad, Ottoman, etc.) based on stylistic attributes as well as</p>	<p>Assessment Method: The assessment strategy in this case will require the student to look at selected works of art and identify them according to culture/period. In this case, I will use</p>	<p>10/14/2011 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have</p>	<p>09/12/2012 - I have not taught this class since 2010, however, it seems the lecture content, lab discussions, and text support this SLO. Based on the positive results, I do not see the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>specific thematic indicators. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>multiple-choice questions mainly because we cover so much ground for each exam. The following is a typical question (A is correct).</p> <p>7. The Great Mosque in Damascus is generally considered to be one of the great early statements in Islamic architecture. It was built for the first capital of the Islamic world during the _____ dynasty. A. Umayyad B. Abbasid C. Fatimid D. Mamluk</p> <p>The student demonstrates a knowledge of culture and historical context; ie. The Umayyads built the first capital of the Islamic world at Damascus in the late 7th/early 8th century.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to identify the style of a work of art in the context of a multiple choice exam.</p>	<p>written exams as is the case with the Art 2A, 2B, 2C, 3 series.</p> <p>With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five questions that required students to identify art based on style/period 20 got all five questions correct.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to demonstrate a broad knowledge of Islamic history in Africa, Asia, and Europe crossing historical and cultural boundaries.</p>	<p>need to change anything at this point.</p> <hr/>
		<p>06/22/2010 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five questions that required students to identify art based on style/period 20 got all five questions correct.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>06/22/2010 - Assess the success of the SLO the next time this course is taught (2012 ?) and modify assessment methods and presentation as necessary based on the data.</p> <hr/>
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 2 - Sufi Theology - A successful student will be able</p>	<p>Assessment Method: This SLO cannot be adequately assessed with a multiple choice or fill-in-the-blank</p>	<p>06/22/2010 - All students answered the short essay question (3. How did/do the Sufis express themselves and their understanding of Allah?) and</p>	<p>09/12/2012 - This course has not been taught since 2010. I hope to teach it in 2013 and will approach</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>to demonstrate and discuss the impact of mystic Sufi theology on the architecture of the Ottoman Empire in the 16th and 17th centuries. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>question as it requires an ability to bring together theological and historical knowledge gained over the course of at least four lectures. The following sample essay question is from midterm #2.</p> <p>3. How did/do the Sufis express themselves and their understanding of Allah?</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students should receive at least a 7/10 on the exam/essay question that addresses this question.</p>	<p>the average grade was 9/10 (very good). Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: None at this time. GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because Sufi belief is constantly discussed in the news as tensions in the Islamic world mount. Our students need to understand the complexities of religious belief as they affect them on a daily basis and this SLO specifically supports knowledge of an important mystical (and relatively forward-thinking) sect of Islam.</p>	<p>this SLO as in the past. Based on the data, the text, lectures, and lab content support this SLO.</p> <hr/> <p>10/14/2011 - This SLO as written is an important learning outcome for this course. I do not intend to change it, although I will spend more time with primary source material to further investigate Sufism with the students. Identify more primary sources (poetry) and write an expanded discussion of Sufi art and culture into the curriculum. Given the importance of Sufis today as moderate Muslims, it will also help the students make sense of the news they hear every day, especially from Pakistan, where the Sufis are being attacked and murdered by radical the Taliban, etc.</p> <hr/>
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 1 - Social History - Utilizing "social history" as a methodological approach to the study of American art, successful students will identify and assess the significant artistic contributions of a variety of culturally distinct groups (e.g., Native American, European American, African American, Chicano/Latino, and Asian American) in the development of American art from prehistory to the present. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: 1-3 page weekly essay using social history to analyze and interpret works of art by American artists from a variety of culturally distinct groups, produced over a period of time from prehistory to the present. Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a score of 8 or higher on the 10 point scale.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/01/2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 2J - AMERICAN ART - 2 - Movements - A successful student will be able to identify and discuss a variety of defining art historical (and cultural) movements (e.g., Harlem Renaissance, Photo-Secession, etc.) and styles (e.g., Postmodern, Abstract Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Start Date: 09/01/2012 Course-Level SLO Status: Active	Assessment Method: 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art. Assessment Method Type: Essay/Journal Target for Success: 80% of students will receive a grade of 8 or higher on the 10 point scale.	09/04/2012 - 82% of students earned a score of 8 or higher in weekly essays based on American art, using a social history of art as method of analysis. These essays were important in gaining an understanding of styles and movements in American art. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none GE/IL-SLO Reflection: Use of social history as a method for understanding the diverse arts (as well as styles and movements of art) produced in America is important in the development of critical thinking and other skills.	09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.
Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-century culture. (Created By Department - Art (ART)) Assessment Cycles: 2010-2011 Start Date: 09/20/2010 End Date: 12/14/2010 Course-Level SLO Status: Active	Assessment Method: I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay questions and term papers. Assessment Method Type: Exam - Course Test/Quiz Target for Success: The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a	09/12/2012 - There were several questions on both the exams and term papers related to this SLO. eg. 2. How did the Futurists, De Stijl, and the Constructivists adapt Cubist principles to their respective agendas? I like these questions because they require the student to contextualize everything they have learned. The students who answered question 2 (above) received an average grade of 13/16 on the first exam. I was quite happy with the general responses and I feel the lecture content and text do a nice job supporting this SLO. Result: Target Met	09/12/2012 - The results for this SLO were good for 2011/2012. I am teaching this course in the fall of 2012 and plan to include more video content from Films on Demand to support the overall aims of this SLO. The new edition of the text does a better job with contextual analysis, so this should also help, but I spend a lot of time in the lectures emphasizing the dominant styles and the reasons for their development. I will assess how the new video content helps the students in 2012 in the next assessment cycle.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	3/3 on the short answer/vocabulary questions.	<p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>10/14/2011 - Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915). I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to include an assessment of how the student uses his/her primary source material.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience.</p> <p>Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).</p>
<p>Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 2 - Rationale - A successful student will be able to develop a rationale for Pop Art using a methodology focusing on social and economic changes in twentieth-century America. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO can only be assessed in the form of an essay. I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>09/12/2012 - Based on my previous reflections, I did show the students more video content concerning Pop Art and they liked the film ("Who Gets to Call it Art?"). Six students answered the following question for their term paper (3. Please consider Dada and Pop Art and discuss their similarities and differences.) Five of the six earned a 60/70 or better and the one student who did not meet the standard mainly had issues with essay organization and his bibliography. I feel the extra film content supported the lecture content and assigned reading.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: I will see if we can add more specific content to Films on Demand.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and</p>	<p>09/12/2012 - I will teach this course in the fall of 2012 and see how the new text and required online lab discussions support this SLO. The lecture content will be very similar and I will show the film (mentioned in Assessment Findings) on Pop Art again. I also plan to feature this SLO in a question on the final.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p> <hr/> <p>10/14/2011 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects. All essays addressing this subject received a 12 or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p> <hr/> <p>10/14/2011 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p> <hr/> <p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate the students' progress on an individual or need basis. For students who enroll in Art 35X, the instructor expects a good understanding of the students' chosen material, as well as cohesive conceptual ideas.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - Roughly 85% of students enrolled in Art 35X were able to complete their stated goals, and presented work that showed good technical skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 2 - Critical Thinking - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will work with the student to identify positive and negative points of their ideas and works in progress.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students enrolled in Art 35X showed a good grasp of their artistic ideas, and were able to convey these thoughts through their chosen material.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 3 - Evaluation - A successful student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate the students finished body of work, and identify positive and negative points of their craftsmanship and conceptual execution.</p> <p>Assessment Method Type: Portfolio Review</p>	<p>09/20/2012 - 90% of students enrolled in Art 35X were able to present their finished body of work to the class, and discuss positive and negative aspects of their ideas and craftsmanship.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Analyze - A successful student will be able to analyze visual communication in historical and cultural context. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design 	<p>12/11/2011 - This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design 	
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 2 - Interpret - A successful student will be able to interpret images, symbols and typography. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design 	<p>GE/IL-SLO Reflection:</p> <p>This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 01: History of Graphic Design - ART 36: History of Graphic Design 	
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will present his or her concept for review by the instructor.</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 3 - Create - A successful student will be able to create sculpture from a visual reference, and from their imagination. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Students will present finished product to instructor for final assessment.</p> <p>Assessment Method Type: Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will present his or her concept for review by the instructor.</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 1 - Techniques - The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic handbuilding techniques need to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More in class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: It is vital for all ceramic students to grasp the basic of ceramic construction to have success in Art 45A.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate students glazing techniques before and after final firing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funding for more audio and visual equipment.</p> <p>Resource Request: Funding for more audio and visual equipment.</p>	
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 3 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three dimensional ceramic projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will present their projects in class using language learned to describe works of art.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>09/20/2012 - 90% of students enrolled in art 45A were successful in presenting and discussing their final works of art, and their museum report.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 1 - Techniques - A successful student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic handbuilding techniques need to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: The instructor will evaluate students glazing techniques before and after final firing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More in class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: Learning the principals of designs is an important in an important part of learning computation and processing skills.</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety historical and contemporary glazing and finishing methods will be explored throughout the term. (Created By</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p>	<p>09/20/2012 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method Type: Observation/Critique	skills and challenges their problem solving ability. Learning the principals of designs is an important part of learning computation and processing skills.	
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 4 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three-dimensional ceramic objects created in class. Students will use proper terminology and discuss details such as from, line quality, function, craftsmanship, and glaze application. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Through the critique and presentation process, the student will gain increased visual awareness of line, form, function, and surface treatments of their finished works. Assessment Method Type: Observation/Critique	09/20/2012 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique. Assessment Method Type: Observation/Critique	09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 2 - Finishing - A successful student will be able to demonstrate technical competency in finishing and trimming assigned works. (Created By Department - Art (ART))	Assessment Method: Through repetitious trimming exercises concentrating on tool selection, wheel speed, material consistency, and hand positions, the student will be able to	09/20/2012 - 85% of students were eventually able to grasp the trimming and finishing techniques demonstrated in class. Due to the variables of trimming clay in its various stages, 15% of students seem to struggle with this.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	demonstrate technical proficiency in basic pottery trimming techniques. Student progress will be assessed through daily observation, and individual / group critique. Assessment Method Type: Observation/Critique	Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in hand-building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create advanced hand-built objects using multiple building techniques. Assessment Method Type: Observation/Critique	09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create advanced wheel thrown objects using multiple throwing and shaping techniques. Assessment Method Type: Observation/Critique	09/20/2012 - 90% of students enrolled in Art 45C were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15% failure rate even for an advanced student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in and building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques.</p> <p>Assessment Method Type:</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Observation/Critique	Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique. Assessment Method Type: Observation/Critique	09/20/2012 - 85% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15% failure rate even with advanced students. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Instructor will evaluate the students findings in all five of the various firing procedures demonstrated in class. Assessment Method Type: Class/Lab Project	09/20/2012 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: More in class audio and visual equipment. GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 2 - Glaze - The student will be able to demonstrate the ability	Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures.	09/20/2012 - 100% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method Type: Observation/Critique	Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Instructor will evaluate the students findings in color and surface variation in all five of the firing procedures. Assessment Method Type: Class/Lab Project	09/20/2012 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures taught in class. Assessment Method Type: Observation/Critique	09/20/2012 - 100% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))	Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create ceramic objects using multiple building techniques. Assessment Method Type: Observation/Critique	09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the ceramic techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active		2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Instructor will evaluate the students glazing techniques and surface preparations before and after the finish firing. Assessment Method Type: Observation/Critique	09/20/2012 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and concepts introduced in the class that the student is currently enrolled. (Created By Department -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 46B - POTTER'S WHEEL II - ONE - The student will be able to demonstrate intermediate level competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate intermediate level construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students ability to create intermediate level wheel thrown objects using the multiple techniques demonstrated in class.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the intermediate wheel throwing techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: In class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 46B - POTTER'S WHEEL II - TWO - The student will be able to demonstrate increased visual awareness by creating, presenting and discussing three-dimensional ceramic projects.</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will discuss creative concepts and techniques used to finished assigned projects.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>09/20/2012 - 90% of students enrolled in Art 46B were successful in presenting and discussing their final works of art, and their museum report.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 1 - Various Papers - A</p>	<p>Assessment Method: Evaluate use of cold pressed, hot pressed</p>	<p>10/23/2011 - Students are able to use the various listed watercolor papers by the end of the class in</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>and rough watercolor paper</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: demonstrated correct use of watercolor paper in a watercolor painting exercise</p>	<p>a variety of methods to create watercolor paintings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p>	<p>10/23/2011 - No action is needed at this time</p> <hr/> <p>10/23/2011 - After viewing portfolios, students demonstrated that most of them learned to use correct watercolor paper methods. No action is required at this time</p> <hr/>
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 2 - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In class activity projects, homework projects</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Portfolio and visual successful completion of watercolor projects Proper use of brushes as demonstrated on paper Proper use of watercolor media as demonstrated on paper</p>	<p>10/23/2011 - Students need additional practice but overall the course goals are met for the beginning level students</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add additional in-class assignments that concentrate on brush use and watercolor mixing exercises</p> <hr/>
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 3 - Basic Techniques - A successful student can apply basic watercolor techniques in painting. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Visual review of student work</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Correct use of watercolor glazes using color and water and brushes</p>	<p>10/23/2011 - Students have beginning levels of understanding of watercolor methods at the completion of the first level of the class</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add intermediate and advanced levels of watercolor classes to improve student success</p> <hr/> <p>10/23/2011 - Add an intermediate and advanced levels of this class to improve student overall success with watercolor</p> <hr/>
		<p>10/23/2011 - Most students need additional practice to achieve better control of watercolor wash and glaze techniques.</p>	<p>10/23/2011 - Add additional exercises to include specific glaze and wash techniques for all students</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2011-2012	that can be viewed by instructors during lab _____
Department - Art (ART) - ART 47 - WATERCOLOR - 4 - Composition - A successful student can use color and design principles to develop basic compositions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Visual review of student work in class and from homework Assessment Method Type: Portfolio Review Target for Success: Students demonstrate that they understand and use several basic methods of composition including symmetry, balance, asymmetry, repetition and harmony in this beginning class.	10/23/2011 - Basic compositions in Watercolor require a greater understanding of overall 2D design principals. Result: Target Met Year This Assessment Occurred: 2011-2012	10/23/2011 - Add additional composition modules to overall lesson plan _____
Department - Art (ART) - ART 49 - MONOPRINTING - 1 - Define - A successful student will be able to define monoprint and monotypes. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting Assessment Method Type: Class/Lab Project Target for Success: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting _____ 12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting _____
Department - Art (ART) - ART 49 - MONOPRINTING - 2 - Create - A successful student will be able to create monoprints. (Created By Department - Art (ART))	Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting Assessment Method Type:	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting Result: Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Class/Lab Project Target for Success: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	
Department - Art (ART) - ART 4A - DRAWING I - Value - A successful student will be able to observe, identify and apply the logic of light and shadows in a representational drawing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing. Assessment Method Type: Class/Lab Project Target for Success: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise	09/20/2012 - 80% of students were able to create tonal values in a charcoal drawing exercises. 80% of students passed the class with a C or better. Result: Target Not Met Year This Assessment Occurred: 2011-2012 Resource Request: More funding for lights. GE/IL-SLO Reflection: Students need better light bulbs and lighting to create chiaroscuro drawing. 10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half tones, highlights, form shadows, core shadows, reflected light and cast shadows in chiaroscuro charcoal drawings. In every class exercise, students were successful rendering a drawing with the logic of light. Students were also successful using chiaroscuro vocabulary and terms in class verbal and written class critiques. Students were successful identifying the terms in drawing presentations. Result: Target Met Year This Assessment Occurred: 2010-2011	10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings. The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 4A - DRAWING I - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic principles and elements of design, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.</p>	<p>10/17/2011 - Students were successful using reasoned judgements based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion. Students needed more practice writing in the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - The plan is to have students have more practice writing in the design class. Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more reasoned judgements in class critiques and class discussions. Students will include more drawing vocabulary in all discussions.</p>
	<p>Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p>	<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 4B - DRAWING II - Color Drawing - A successful student will be able to observe, identify and apply color theory in a representational pastel still life drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of monochromatic, analogous and complimentary color schemes in a color pastel drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of tints, tones, shades and color schemes in a pastel drawing exercise.</p>	<p>09/19/2012 - Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.</p> <p>10/17/2011 - Student in the academic year 2010-2011 were successful using tints ,tones, shades and color schemes in a pastel drawing exercise. Students were asked to make a monochromatic and red/green complimentary color scheme still life drawing.</p> <p>In the academic year 2010-2012 students will be using tints, tones, shades and color schemes in drawing exercises. Students will also be asked to make a orange/blue and/or purple and orange color scheme drawing. Students will now look at great works of drawings that focus on pastel technique and color theory. Students are now asked to participate in book reading discussion and class written or oral critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>09/20/2012 - Critique work at the 25% stage, 50% stage, 75% stage and at the 100% stage.</p> <p>10/17/2011 - Th instructor will review at the end of the academic year 2012 and see if the student work has more advanced level color theory.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Student in the academic year 2010-2011 were successful using tints ,tones, shades and color schemes in a pastel drawing exercise. Students were asked to make a monochromatic and red/green complimentary color scheme still life drawing.	
Department - Art (ART) - ART 4B - DRAWING II - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in a color pastel drawing. Assessment Method Type: Observation/Critique Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, color theory, logic of light and shadow, expressive content and technical mastery in a class drawing critique or art discussion. Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of color drawings. Assessment Method Type: Discussion/Participation Target for Success: Demonstrated correct use of reasoned judgments based on color theory, aesthetic design principles, logic of light and shadow, expressive content and technical mastery in	09/19/2012 - Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings. 10/17/2011 - In the academic year 2010-2011 the students used reasoned judgements in class critiques. Students were able to discuss design principles, the logic of light and shadows, some expressive content and technical mastery in class discussions. Result: Target Met Year This Assessment Occurred: 2010-2011	09/20/2012 - Plan to have all student show thumbnail sketches in the start of the pastel drawing. Students must explain composition choices at the class critique. 10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>a class art discussions of great works of color drawings.</p>		<p>In the Academic year 2011-2012 students are now asked to leave 5-10 comments next to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique.</p> <p>Students are also asked to read and examine great works of drawings in class discussions.</p> <p>The instructor plans to review the class discussions at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 4C - DRAWING III - Theme - A successful student will be able to create a series of drawings that express a personal point of view, a theme and personal content. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of personal themes, subject matter or content in a personal series of drawings.</p>	<p>10/17/2011 - Students in the Academic year 2010-2011 made work that focused on personal content.</p> <p>Students in the Academic year 2011-2012 are now asked to create a series of drawings that have a consistent theme and personal content. Students are also asked to read more advanced level drawing books that show examples of contemporary drawings and drawing series. Students now participate in book reading and slide/lecture discussions. Students research drawings and have a better understanding of the breath of drawing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Gallery and Musuem fieldtrips and guest</p>	<p>10/17/2011 - At the end of the academic year 2012, the instructor will review the class discussions and drawing series. The instructor will reflect and see if there is more consistent themes in the drawing work.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		lectures integrated into the class. GE/IL-SLO Reflection: Students need more time researching and learning about the breath of drawing in an advanced level class.	
Department - Art (ART) - ART 4C - DRAWING III - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in class critiques. Assessment Method Type: Observation/Critique Target for Success: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in a class critiques		
	Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in great works of contemporary drawings Assessment Method Type: Discussion/Participation Target for Success: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in great works of drawings.	10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques. In the Academic year 2011-2012 students are now asked to leave 5-10 comments to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique. Result: Target Met Year This Assessment Occurred: 2011-2012	08/27/2012 - Student have improved finding a personal point of view in their pastel drawings. I have students participate in weekly class critiques and self critiques. Students also write personal reflections each week. 10/17/2011 - The instructor will review the class critiques at the end of the academic year 2012. The instructor plans to increase the amount of participation requirements in this class. The instructor will also add more advanced level book reading to encourage students to learn how to participate in class critique.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Figure Proportion - A successful student will be able to measure the correct proportion in a figure drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p>	<p>09/20/2012 - The portfolio reflects stronger skills in human proportion and sighting.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for figure modeling to students. We need a Figure Drawing intermediate and advanced level class.</p> <p>GE/IL-SLO Reflection: Mastering skills in human proportion, sighting skills, gesture drawing and hand-eye coordination and anatomy improves student success in drawing. Students need on going practice to learn these skills. Students need more intermediate level classes to build skills to advance in the arts.</p> <p>10/17/2011 - The full unit figure drawing class was not offered during the academic year 2010-2011.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: We need funding for figure models once a year.</p> <p>GE/IL-SLO Reflection: It is essential to have figure drawing offered at least once a year. The figure drawing class is part of our studio art degree and transfer degree.</p>	<p>09/20/2012 - Continue to have student work with observational drawing skills such as sighting, measuring and using a viewfinder.</p> <p>08/27/2012 - The figure drawing class was offered once during the academic year last year in the Winter quarter. In the following year we will offer the drawing class once in the Fall quarter. Taking a figure drawing class helps students prepare a portfolio for transfer into art school and higher educations. Students are now improving basic skills in drawing figure drawing proportion from weekly practice drawing and measuring the figure proportion from a live model.</p> <p>10/17/2011 - The art department will offer one full class of figure drawing during the academic year 2011-</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			2012.
<p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Portfolio - A successful student will be able to sort and select drawings based on gesture, proportion, composition and degree of finish in a portfolio. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p>	<p>09/20/2012 - The figure drawing class was offered once during the academic year last year in the Winter quarter. In the following year we will offer the drawing class once in the Fall quarter.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Admission officers from art schools and universities to review figure drawing portfolios.</p> <p>GE/IL-SLO Reflection: Taking a figure drawing class helps students prepare a portfolio for transfer into art school and higher educations. Students are now improving basic skills in drawing figure drawing proportion from weekly practice drawing and measuring the figure proportion from a live model.</p>	<p>09/20/2012 - . Reserve B-budget funds to offer one figure drawing class once a year.</p>
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Facial Proportion - A successful students will be able to measure and sketch correct facial proportions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial measurements and rules of facial proportion in a portrait drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of facial proportion in a portrait drawing exercise.</p>	<p>09/20/2012 - 85% of the students received a C or better and were able to draw the correct facial proportion at midterm and at the final portfolio review.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Human skulls to have more practice with facial proportion and anatomy.</p> <p>GE/IL-SLO Reflection: Students need more practice drawing from anatomy and from observation.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/17/2011 - Students were successful sketching and measuring facial proportion in drawing exercises during the academic year 2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - Students plan to continue to practice facial proportion in the academic year 2011-2012. Students will have more advanced level portrait drawing books.</p>
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on technical mastery, expressive content and facial proportion in portrait drawing critiques or class discussion. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.</p>	<p>09/20/2012 - 85% of students participated in the weekly critique exams. Students used more vocabulary and discussions about proportion in the weekly critiques. Students were able to use both written and verbal feedback in peer reviews.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Online access to offer verbal and written critiques</p> <p>GE/IL-SLO Reflection: Critiques are an essential part of the class.</p>	
<p>Department - Art (ART) - ART 4F - LANDSCAPE DRAWING - Preliminary Planning - Students will be able to accurately sketch landscapes in the preliminary planning steps. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 4F - LANDSCAPE DRAWING - 2 - Proportion - Students will be able to measure proportions by hand-eye coordination and pencil and arm length. (Created By Department - Art</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 56 - DIGITAL ART & GRAPHICS - 1 - Design Principles - A successful student will be able to demonstrate an understanding of basic design principles of visual image making. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 56 - DIGITAL ART & GRAPHICS - 2 - Software - A successful student will be able to demonstrate a working knowledge of computer software. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Elements and Principles - A successful student will be able to use design principles and elements effectively in design projects. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of design principles and elements in design projects. Assessment Method Type: Class/Lab Project Target for Success: Demonstrated correct use of design concepts, design elements and principles in design exercises.	09/20/2012 - 80% of students are improving basic skills in organizing balanced compositions. For example students are now making more thumbnail sketches and concept sketches to plan a finished composition or design. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: We do not have any resources requested at this time. GE/IL-SLO Reflection:	09/20/2012 - Continue to have students make thumbnails composition sketches for all design assignments. <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Learning the principles of designs is an important part of learning computation and processing skills. Computation is one of the 4 Cs.	
Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Critique - A successful students will be able to use reasoned judgments based on technical mastery and design principles and elements terminology in design critiques and design discussions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions. Assessment Method Type: Observation/Critique Target for Success: Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.	09/20/2012 - 85% of students are participating in class critiques and discussions related to design concepts, terminology and design art history. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Critical thinking skills is an essential part of learning in class critiques and discussions. Students learn how to analyze art work based on design principles and elements. 10/17/2011 - Students were successful using some design terminology and reasoned judgements in design critiques and class discussions. Result: Target Met Year This Assessment Occurred: 2010-2011	10/17/2011 - Students have specific design vocabulary review definitions on each class discussion online hand out. Student in the academic year 2010-2011 are now asked to leave 10 or more comments in all class critiques. Students must participate for 3 hours lecture time in all basic two dimensional design classes. The instructor plans to review the book and critique lectures/discussions a the end of the academic year 2012.
Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 1 - Organization - A successful student will be able to organize elements in three dimensions. (Created By Department - Art (ART))	Assessment Method: Instructor will review 3D completed lab constructed specific projects. Assessment Method Type: Class/Lab Project Target for Success:	12/11/2011 - Students are able to present completed 3D lab projects for class presentation. Projects were generally consistent with class outcome goals for projects. Result:	12/11/2011 - Include smaller projects to allow students to improve in organizational skills to create 3D projects

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.	Target Met Year This Assessment Occurred: 2010-2011 Resource Request: Room 1601 needs a complete new projection system for instructional use	12/11/2011 - Students can improve in this class with practice. Each project increases student level of success. Multiple simple projects will add to student success rather than larger complex projects.
Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 2 - Evaluate - A successful student will be able to evaluate art works in three dimensions using objective criteria. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Students will participate in class discussions to evaluate art works Assessment Method Type: Discussion/Participation Target for Success: Students will use correct terminology to evaluate art works in 3D.	12/11/2011 - Student need to use more formal terminology to discuss projects Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Projection system in classroom GE/IL-SLO Reflection: Improved projection systems will allow instructor to review works online and use repetitive image critiques to enhance student understanding of language needed to review works.	12/11/2011 - Add more image review to classroom lectures that students can evaluate.
Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 3 - Construct - A successful student will be able to use various methods to construct forms in three dimensions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Instructor review of lab assigned lab projects. Assessment Method Type: Class/Lab Project Target for Success: Successful presentation of 3D projects using a variety of methods and materials.		
Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 4 - Diagram - A successful student will be able to diagram three dimensional objects in two dimensional	Assessment Method: Review of lab projects in formative stages to include sketches, diagrams and layouts.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>drawings. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Presentation of sketches, diagrams and layouts that illustrate 3D projects in 2d format.</p>		
<p>Department - Art (ART) - ART 5L - DESIGN LABORATORY - Inactive - Inactive (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A successful student will be able to be able to demonstrate neat, technical expertise in the use of mixed media. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 06/07/2011</p> <p>End Date: 06/07/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Portfolio review for this SLO emphasizes problem solving solutions and their success utilizing multi-media</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students use at least 3 or more methods in combination by the end of the quarter.</p>		
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 2 - Implementation - A successful student will be able to arrange art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>80% of students receive a B- or better on the projects and writings.</p> <p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate composition terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: (80%) exhibit good comprehension of basic principles.</p>		
		<p>12/13/2011 - In-Person students (about 80%) generally exhibit good comprehension of basic principles and are able to apply composition methods to create artworks. Some students still have problems simplifying, and applying asymmetry vs generally ingrained centered-symmetrical compositions. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. This coursework is difficult and is harder for online students & results in some 'drops.'</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Some hand-outs may need revision for increased understanding. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p>	
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 3 - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 06/02/2011</p> <p>End Date: 06/06/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% participation without "calling" on students. Ability and willingness to use correct terminology and demonstrate critical thinking.</p> <p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p>	<p>12/13/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>GE/IL-SLO Reflection: Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone writing skills.</p>	<p>12/13/2011 - Try to establish other ways for students to communicate other than in all-class critique, or writing, perhaps introducing small group interaction.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: ---80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.		
Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 1 - Technical - A successful students shall be able to produce original, digital or photographic documentation of their artwork. This may include an advertisement for an art event, a slide sheet, or a website with digital images or a physical portfolio of original works. Students shall be able to copy the steps in the application process and apply these steps to a finished packet. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Group peer and instructor review of final portfolio. Assessment Method Type: Portfolio Review Target for Success: A successful student will produce a physical, digital or photographic portfolio of their artwork including cover letter, bio, and all support documentation.	09/06/2012 - All students need to save and archive works from all classes related to portfolio needs for future use in portfolio classes. Some students don't seem to be prepared to participate in the full portfolio class due to lack of work for inclusion. They either lose the work, or cannot seem to find enough work to include, or haven't created enough work of quality to use. The solution is to create an early alert system that reminds students in all art classes to save and archive work throughout their courses. Result: Target Met Year This Assessment Occurred: 2011-2012	
		12/11/2011 - Students created original portfolios using all means at their disposal. They created both physical and digital and photographic record of a body of content aligned with program and course goals. Result: Target Met Year This Assessment Occurred: 2010-2011	12/11/2011 - No changes or course adjustments are needed at this time _____
Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 2 - Knowledge - A successful student shall be able recall previous art experience in an artist biography. Students shall be able to assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist resume' and bio, and	Assessment Method: Portfolio review will be used to determine student success Assessment Method Type: Portfolio Review Target for Success: Students will be able to create a written cover letter, artists bio and resume' and full	12/11/2011 - Students were able to produce fully realized portfolios in both digital and physical format. Teaching this course in face to face, hybrid and full online presents a successful option for reaching higher enrollment goals. Students choose multiple methods for learning in this class and no one method works for all students given the new technologies currently available to	12/11/2011 - No changes or adjustments are needed at this time. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
original photographic images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	final portfolio for review and display either in person or online delivery	students. Result: Target Met Year This Assessment Occurred: 2010-2011	
Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 1 - Volume - A successful student will be able to draw from nature representing volume according to the principles of perspective. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Both weekly assignments and end of course portfolio review of perspective drawings will be used to determine students learning outcomes in this area. Assessment Method Type: Portfolio Review Target for Success: Students will be able to create drawings using value drawing in addition to standard perspective drawing methods to add visual volume to 2 D assignments	12/11/2011 - This course has not been taught is this cycle. Review will occur when the course is taught again. Result: Target Met Year This Assessment Occurred: 2010-2011	12/11/2011 - None needed at this time. Course not taught due to cutbacks.
Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 2 - Perspective Views - A successful student will be able to understand one point, two point and three point perspective views from nature. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Portfolio review will determine if students understand 1-2 and 3 point perspective drawings Assessment Method Type: Portfolio Review Target for Success: Student portfolio will include successful drawings as examples of 1-2 and 3 point perspective drawings.		
Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 3 - Tools - A successful student will be able to use rules, pencils, triangles and other drawing tools to create one point, two point and three point	Assessment Method: Portfolio review will determine student success in use of tools to create 1-2-3 point perspective. Assessment Method Type:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>perspective views from nature. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review</p> <p>Target for Success: Students will be able to use drawing materials, pencils, charcoal, rulers, triangles and visual observation to draw 1-2-3 point perspective in creating drawings for portfolio review</p>		
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 4 - Analyze - A successful student will be able to analyze perspective in nature. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will student drawings during and at end of the course to determine success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create correct perspective drawings from nature.</p>		
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 1 - Business - Students can demonstrate an understanding of the business of a graphic designer. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 2 - Client Needs - Students can work with clients to define communication needs and find appropriate design solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 3 - Software -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Students can demonstrate a working knowledge of digital media computer software and print output. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Inactive			
Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 4 - Community - A successful student will develop an understanding how serving one's community contributes to society. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Inactive			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 1 - Roots - Successful students recognize the roots of technological art. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 2 - Influences - Successful students are aware of specific influences in the history of electronic art. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 87 - ART OF			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>THE ELECTRONIC AGE - 3 - Styles - Successful students compare and contrast styles of technological and electronic art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 4 - Techniques - Successful students define specific techniques that have emerged in modern electronic art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 9 - TRADITIONAL ART MATERIALS - 1 - Materials and Media - A successful student will be able to identify a variety of materials and media traditionally used by artists: oil paints, encaustic, pastels, oil paint, tempera, fresco. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 9 - TRADITIONAL ART MATERIALS - 2 - Process - A successful student will be able to calculate, process, mix and make traditional art material such as oil, encaustic, pastels, tempera paint and oil paint. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART))	Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I Assessment Method Type: Class/Lab Project Target for Success: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I		
Assessment Cycles: 2011-2012 Course-Level SLO Status: Active		12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - Content - A successful student will be able to produce content for books. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>	