

Basic Program Information

Department Name:

Art Department

Division Name:

Fine Arts and Communication Division

Program Mission(s):

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. 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 Fundamentals in Drawing, Intermediate Drawing, Representational Drawing, Figure Drawing, Heads and Hands Drawing, Color Theory, 2-D Foundations, Collage, 3-D Foundations, Ceramics, Oil Painting, Watercolor and Acrylic Painting, Print Arts and the Studio Art Portfolio Preparation Course. 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Hilary Gomes	ART	Art instructor
Joseph Ragey	ART	Art & GID Instructor
Andy Ruble	ART	Ceramic Instructor

Please include the following information about your program:

Total number of Full Time Faculty: Studio Art	We have three full time studio art faculty. <ol style="list-style-type: none"> 1. Joe Ragey 2. Hilary Gomes 3. Andy Ruble
Total number of Part Time Faculty:	Four part time studio art faculty. Jeff Levitch, Kimberly Cook, Jordan Fong and Cynthia Seigel

Total number of Classified Professionals:	One classified staff <i>Ceramics Technician: Anthony Kitagawa</i>
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Please list all existing Classified positions:
<i>Ceramics Technician: Anthony Kitagawa</i>

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
ART	X	X	0
STUDIO ART FOR TRANSFER	X	X	0

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
ART	0	0	4	400%
STUDIO ART FOR TRANSFER	This is a new degree	This is a new degree	This is a new degree	0

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	3,211	3,057	2,774	-9.3%
Productivity (College Goal 2014-15: 535)	Face to face 587	Face to face 550	Face to face 540	-1.7%
	684 online	643 online	606 online	-5.9

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)_____

B) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)	958	1,168	1,017
Faculty Served	53%	50%	56%
Staff Served	0%	0%	0%
Full-time FTEF	49%	49%	51%
Part-time FTEF	30%	32%	30%
Full-time Staff	9.8	10.6	9.9
Part-time Staff	9.8	10.6	9.9

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

We have increased our number of degrees in Art from 0 to 4. We will continue to promote Art AA degree also our Studio Art for Transfer. We also have high productivity in our on campus courses and also our online courses. We need to continue to offer more courses online to continue to serve our online student body.

Our enrollment has decreased because we no longer have repeatability in our courses. This has dramatically changed the enrollment in our courses. Students are enrolling in our keystone courses such as Art 4A. We may consider continuing to offer both online and on campus classes for our foundation level courses. We will move away from offering and scheduling courses that are higher level support course on our degrees. We want to focus offering course that support our Studio Art for Transfer degree.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Hilary Gomes has contributed to the mission of adding student equity in her online art classes. She has contributed to requesting a department VoiceThread license for the academic year 2013-14. VoiceThread is a tool that humanizes an online course by allowing students to feel comfortable and connected. The tool allows students to leave asynchronous voice, video or text comments in an online class. Fall 2014, Hilary Gomes applied for the Basic Skills and Equity grant to get a VoiceThread site license for the entire college.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

We need to consider an intervention or a new technology in our online classes to improve the success rates for non-targeted white students. Our intervention would be to continue to add VoiceThread technology or technology similar to VoiceThread in our online course to increase student retention and success in our online course. African American, Asian and Latino Students do 10% better in on campus classes than online classes. White students are successfully online and on campus. We also need to continue to schedule on campus course.

Data Below:

Online Targeted Groups, Success 50% , Non Success 19%, Withdrew 31%

Face to Face Groups: 62% Success, Non Success 17%, Withdrew 21 %:

Online Non Targeted Groups, Success 72%, Non Success 13%, Withdrew 16%

Face to Face Non Targeted Groups, Success 81%, Non Success 10 %, Withdrew 9%

Students Success Rates by Non Targeted Groups

Asian 2011-2012: 73% online success rate
 2011-2012: 81% face to face success rate
 2012-2013: 66% online success rate
 2012-2013: 76% face to face success rate
 2013-2014: 70% online success rate
 2013-2014: 80% face to face success rate

White 2011-2012: 70% online success rate
 2011-2012: 81% face to face success rate
 2012-2013: 72% online success rate
 2012-2013: 78% face to face success rate
 2013-2014: 75% online success rate
 2014-2014: 79% face to face success rate

Students Success Rates by Targeted Groups

African American 2011-2012: 40% online success rate
 2011-2012: 50% face to face success rate
 2012-2013: 46% online success rate
 2012-2013: 51% face to face success rate
 2013-2014: 31% online success rate
 2013-2014: 42% face to face success rate

Latino/a 2011-2012: 53% online success rate
 2011-2012: 65% face to face success rate
 2012-2013: 56% online success rate
 2012-2013: 66% face to face success rate
 2013-2014: 59% online success rate
 2013-2014: 63% face to face success rate

Pacific Islander 2011-2012: 58% online success rate
 2011-2012: 68% face to face success rate
 2012-2013: 47% online success rate
 2012-2013: 70% face to face success rate
 2013-2014: 48% online success rate
 2013-2014: 47% face to face success rate

Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see attached documentation from TracDat

- B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see attached documentation from TracDat

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

We have met to discuss changes in pedagogical approaches to teaching many of our core courses. The result of our meetings has helped us to unify our approach to teaching these courses to better serve student learning outcomes. We have changed textbooks in some courses, altered teaching methods and assignments in others. We have reduced some assignments to concentrate on quality rather than quantity in our course material.

- B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

We now offer an AT degree in ART that allows students to minimize courses taken at FHC in order to transfer to 4 year institutions with more frequency according to the master plan set forth at the State Chancellors office. We have all courses to a balanced 4 unit approach that maximizes transfer rates to other schools on the semester system.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

We have increased our transfer ability with the approval of an AT in ART degree. We prepare students for 4 year institution transfer with extensive portfolio preparation and we are working towards a unified portfolio class across all programs in ART, PHOTO and GID. We continue to seek new methods to innovate in all of our classes. The new digital projection and sound delivery systems have allowed us to concentrate more on student centered learning without the interference of technology issues. We have improved our inter-class communications between instructors in order to offer more unified classes.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The two full time faculty members continue to meet on a regular basis, after classes, several times a week to discuss changes, adaptations, enhancements, and additions to our classes and our course offerings. This ongoing open communication has enabled us to both shape and assess our collective work in a more collaborative manner. Meaningful dialogue has created an atmosphere of trust and open sharing. We have grown more aware of our strengths and weaknesses as we progress towards continued stability in departmental classroom teaching. We are working on solutions that benefit all students. These meetings have resulted in direct changes to how some course material is presented and what assignments are deemed more useful to meet our overall program outcomes. Our shift towards facilitating transfer degree options has resulted in a more balanced approach to classes for transfer and non-transfer students alike.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.

Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
Ongoing VoiceThread Department License	Y	We received a department Voicethread License for the academic year 2013-14.	We received and used the department license. This was purchased with lottery funds. Hilary Gomes applied for a Basic Skills and Equity Grant for a college wide site license for VoiceThread.
Exhaust System and Safety Standards	No	We are in need of a new unit, or a complete rebuild of the exhaust system, glaze and spray rooms	This will be measured when the ceramic room is up to hazmat code.
Build a new transfer program and certificate of Achievement in Industrial Design	No	Build a series of lower division Industrial Design, Visualization, Digital Industrial Design, and Model-Making courses that will transfer to local CSUS (SJSU) and Art Schools.	Some of the courses are in submission. Due to the change of the submission deadline in our division we were unable to have these new course ready for Summer 2015. We have not started the new Industrial Design Certificate of Achievement program. These courses should be active Summer 2016. The idea of the Certificate in Industrial Design will take a few years.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Safety Standards for the Ceramic Room	We are in need of a new unit, or a complete rebuild of the exhaust system, glaze and spray rooms	This will be measured when the ceramic room is up to hazmat code.
Standardize our	The goal is to start the	This goal will be measured when

Studio Art Portfolio Preparation Course with GID and PHOT	conversation with the Graphic Design and Photo Department about having one standardized Exit Portfolio Course. This course could be cross-listed in all three departments. At this time there is a portfolio course in Studio Arts, Graphic Design and Photo. The changing demographic needs one course that is offered during the year that meets the goals of a student applying for transfer into local colleges.	there is a rewritten portfolio course that serves all three departments. This goal will be measured when there is an increase enrollment in this course.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website:

<http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full Time Art Faculty Position:	The Foothill College Art Department is in need of a full-time Art Professor qualified to teach studio art foundation classes, graphic design and also illustration.	<ul style="list-style-type: none"> • (No) • Spring 2014 Kent Manske retires after 20+ years from studio arts, printmaking and graphic design. • Fall 2013 Linda Lum retired after 35+ years. • Spring 2014 Robbie Reid long time full time art history teacher retires. • 2010 Jose Arenas resigned from his tenured 10 year art position. • Spring 2016 Joseph Ragey plans to retire from Studio Arts and Graphic Design.
Part Time Art Faculty Positions:	The Foothill College Art Department is in need of new part-time Art Professors qualified to teach studio art foundation classes, graphic design and also illustration.	<ul style="list-style-type: none"> • Fall 2013 Charles Cantwell, long time part time instructor retired.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time
League of innovation Studio Competition Coordinators	Foothill/De Anza is part of the League of innovation Student	Release time granted for one

	<p>Art Competition. Hilary Gomes is one of the Foothill/De Anza League Student Art Competition coordinators. She will be coordinating this competition with Kate Jordahl in Fall 2016-17.</p> <ol style="list-style-type: none"> Poster Design Completed for the League Competition. Design and printed book for the League Student Art Competition for 2016-17. 	<p>class for Hilary Gomes and Kate Jordahl for the academic year of Fall 2016-Spring 2017.</p> <p>Fund Request for the printing of the League of Innovation Competition Publication.</p>

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Painting and Drawing Kits	\$1000	The goal is to have materials available to give drawing and painting demonstrations

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
New exhaust system, new equipment and chairs in the ceramic room.	\$4500	The ceramic room needs a new unit, or a complete rebuild of the exhaust system, glaze and spray rooms. Safety Standards for the Ceramic Room

<p>New vinyl covered stools for the ceramics lab</p> <p>(20) 18 inch tall stools (6) 22 inch tall stools (8) 28" tall stools</p>	\$7000.00	The ceramic room needs new chairs in the ceramics lab. Our current chairs are very old and uncomfortable for the students, and are all odd heights that do not fit well with the tables
Glaze room exhaust hood	\$5000.00	The ceramic room needs an exhaust hood over the glaze mixing area in the room 1804 (glaze room). Ceramic dust can be harmful to breath, and an exhaust system should be installed for health reasons as soon as possible.
Camtasia Disc	\$100	Software to close caption online videos

Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
<p>I do suggest that the department emphasizes the benefit of students applying for the Certificate Of Achievement.</p> <p>The Art program has created the new, and nearly state approved, ADT which will likely increase completion rates for our students, and lead to higher transfers. There are many courses with strong enrollment and higher productivity and the department faculty are actively reviewing and innovating the curriculum. The faculty are active participants in the college governance process, and in the artistic community.</p>	<p>We have an increase number of degrees in 2013-14. Our revamped "Art" AA degree has increased dramatically from the previous years. Students feel more directed in our Art degree having clear direction for the supporting course. We plan to not revamp this degree. We have invited more counselors in our art courses to encourage students to pursue the AA degree in ART. We will continue to offer and schedule courses that are on our Studio Art for Transfer and also encourage students to pursue this degree. Our number one goal in our department is for college transfer into CSUs and art schools.</p>
<p>Recommendation that as we move forward to hire a new full time faculty member, that these areas (3-D Foundations) are part of the job description.</p> <p>Vice President Comments As the department faculty retire, it is important to review the overall direction and goals for the program to ensure that you hire the right mix of new faculty.</p>	<p>The number of retirements upcoming in ART and ART History is a matter of great concern. We have one art history and two studio art instructors who have retired in the past two years. We will have another studio art instructor/graphic design instructor retiring next year. We need to hire more qualified part time instructors in the meantime to cover studio art and graphic design courses. We especially need instructors that are qualified to teach 3-D</p>

	Foundations and drawing courses. We also need to hire a new full time art faculty that can teach both Studio Arts, Illustration and Graphic Design courses. In Fall 2016 we will only two existing full time studio art instructors. This is a great concern to the faculty in Studio Arts and in Graphic Design.
The portfolio class be offered every 2 years as an “exit” class,	We have still been offering the Studio Art Portfolio Course once a year. We have a goal to make one standardized portfolio class that can serve ART, GID and PHOT students. This course could be offered once a year by any of these instructors. This may be a way to increase enrollment.

a. After reviewing the data, what would you like to highlight about your program?

We want to highlight our increase of AA degree in ART. We revamped the degree a couple of years ago and find that our students are pursuing this degree. We also want to highlight our strong enrollment and success in our online art courses and also on campus courses. We have a strong program with many students from the art department transferring into prestigious local art schools such as the California College of the Arts in San Francisco, CA.

Our art Faculty Hilary Gomes is supporting equity in the art department, in our division and college wide. She supported the adoption of a department VoiceThread license to create equity in online art course in our department and division. She also applied for the Basic Skills and Equity Grant to support a VoiceThread college wide site license.

We have offered more course offerings of Figure Drawing and Heads and Hands to allow more students to transfer into Art programs. Working with Bay Area Model's Guild has greatly improved the diversity of our models. These two courses are highly enrolled and successful on campus course.

Our productivity has is consistent from last year to this year and it is still above our target. Our online productivity is especially high.

The number of retirements the past two years and years to come in ART and ART History is a matter of great concern for our department and our enrollment. We want to highlight that we are a thriving art department and need a new full time faculty member that can teach in art and graphic design.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) Strengths and successes of the program as evidenced by the data and analysis:

The Studio Art Department has proven itself to be one of the most productive and valuable within the Fine Arts Division. The faculty are universally outstanding, and I have noted their consistent, day to day presence on our campus, and their dedication to accessibility for our students. Enrollment is robust, and the student completion rate is notable. They consistently update and revise their curriculum, one of the most crucial areas of faculty responsibility.

B) Areas of concern, if any:

I have 2 concerns about the Studio Art Department. First and foremost is the rate of attrition that is causing a rapid decline in the faculty ranks. By Fall 2016 the department will shrink to 2 full time faculty from 5 in 2009. As noted above, although the Adjunct Faculty are outstanding, they cannot possibly replace a full time faculty member in terms of service to the college outside of the classroom. A new full time position is key to the continued success of the department. Without this position, I feel that enrollment and productivity could suffer a serious decline. History has shown that once a program goes into decline, it can take many years to reverse the trend, which has the potential to harm the college's overall enrollment and productivity. I wholeheartedly support a new full time position in Studio Art, with the caveat that we sit down and realistically assess our future direction. A traditional Studio Art Instructor may not be the best fit for the direction of the department. I would suggest, based on the program at one of our primary transfer institutions, San Jose State, an instructor who can teach both traditional Studio Art as well as Design.

My second concern is student recruitment. As long as I have been at Foothill (1989) the Studio Art program, along with most of the other programs in the Fine Arts and Communication Division, has depended primarily on older students here for enrichment purposes. The program has done an OUTSTANDING job of creating opportunities for students who do not fit the previous model, but with only 4 completions in 3 years, I am very concerned about the new direction of transfer as stated in this review. I do not see a plan to recruit a transfer population, which I believe is key to the future of the program. With the loss of so many resources at the college due to budget cuts, this task falls to the faculty. I believe if we can develop a plan to market the program over the next year, it can only serve to support this new direction. and give the department a strong foundation to build on.

C) Recommendations for improvement:

Continue the outstanding work in curriculum revision and development.
Continue your outstanding classroom practices.
Work on a plan to market the program to a transfer population.
Emphasize degree and certificate completion to our students.

D) Recommended next steps:

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

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 Fundamentals in Drawing, Intermediate Drawing, Representational Drawing, Figure Drawing, Heads and Hands Drawing, Color I, Color II, 2-D Foundations, 3-D Foundations, Digital Painting I, II, Ceramics and Print 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)) Start Date: 09/01/2012	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.	11/03/2014 - NB. This is the first year that Simon Pennington has written the Art 1 SLO reflections as Dr. Reid has retired and will return (on Article 19) in the winter of 2014. In the online section of Art 1 I taught by Simon Pennington in 2013/14, students were able to meet this SLO more than 75% of the time. The students are required to write short essays each week and the focus of the essays is on analyzing and contextualizing a variety of art based on the themes discussed in the weekly Modules. The average grade was 80%, based on one online course. I will be able to present a more thorough	11/03/2014 - I intend to continue assessing this SLO into 2014/15 as it is such an important aspect of the Art 1 curriculum.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>		<p>analysis of this SLO in 2014/15.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO encourages the student to critically analyze art made in the USA from a multicultural perspective taking into account how the diversity of our population has added to the creativity and increased self-awareness of our culture. Students are expected to look at works like "Trauma" by Hung Liu and examine our own freedoms compared to the historical treatment of women in China and more recently in 1989 at Tianamen Square. This is a very important SLO and we will continue to change the artists and themes we discuss to fully reflect the changes taking place in American society.</p>	
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 2 - Analyze and Describe - A successful student will be able</p>	<p>Assessment Method: A successful student will be able to write an essay, which focuses on an a single (actual)</p>	<p>04/20/2014 - The target for success was met, with at least 75-80% of students earning 8/10 points possible or higher on weekly essay assessments. I tend to score higher on the first two assignments as students begin to learn what is expected of them, however, grades are mostly maintained as students improve their work by incorporating my suggestions in subsequent submissions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - I plan to continue this assessment as it is effective in showing student learning in Art 1.</p> <hr/> <p>04/20/2014 - I will continue using this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 09/04/2012</p> <p>Course-Level SLO Status: Active</p>	<p>work of art in a museum context. Students will use a specific methodology (descriptive/deductive/speculative) in analyzing this work of art.</p> <p>Assessment Method Type: Essay/Journal</p> <p>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.</p>	<p>method of analysis to provide a close reading of a single artwork in a museum context. The report requires students to closely describe an artwork, deduce information based on that initial description, and speculative on areas for future art historical research; this provides a basis for analyzing artworks that is useful in future art history courses, etc. The majority of students enthusiastically embrace this project, commenting that the project solidifies what they learn in text and lessons, while encouraging creativity and critical thinking. Overall scores on this assessment reflect the success of the project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 1. Computer generated - A successful student will demonstrate foundation skills in producing computer generated images using software for painting, drawing, image processing, photo composites and typography (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: creation of project that demonstrates design principles</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 2. Portfolio - A successful student will produce and present printed works for exhibition or portfolio. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: evaluation of project requiring use of software and hardware</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: completed project that demonstrates using hardware and software</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 3. Software -</p>	<p>Assessment Method: Evaluation of project</p>	<p>02/18/2014 - Learning is successful</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>A successful student will demonstrate a working knowledge of computer software. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills</p>	<p>Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 4. Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of project Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 5. Evaluate & Discuss - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Demonstration of critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 6. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Demonstration of critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 15A - DIGITAL PAINTING 1 - Digital painting methods - A successful student will be able to demonstrate basic digital painting methods using appropriate hardware and software. (Created By Department - Art</p>	<p>Assessment Method: Students will present a body of digital work consisting of 5 projects during the quarter for review Assessment Method Type: Portfolio Review</p>	<p>10/05/2014 - All students are able to create digital paintings according to skill appropriate skill levels. Beginning students required more tutorials and help. Need to create more opportunities for students to practice using online tutorials. This course is taught online only. If taught on campus,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Students will demonstrate beginning use of tablets, software and hardware to create paintings as shown in portfolios.</p>	<p>we need to purchase digital tablet updated hardware and software.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Digital tablets for new campus and IDEA lab use</p> <hr/> <p>10/05/2014 - All students were able to show through weekly portfolio and projects continuing understanding of basic digital painting methods using appropriate hardware and software. Projects were increased to include weekly tutorials and exercises and research.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 15A - DIGITAL PAINTING 1 - Digital creativity from preliminary studies - A successful student will be able to create digital art using hardware, software and preliminary concept drawings. (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Weekly portfolio reviews of projects and paintings will be used to demonstrate success.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstration of digital art in paintings using appropriate software. Students will present two versions for review: preliminary sketches with work done at 50% and a final project at 100%.</p>	<p>10/06/2014 - Weekly presentations were very successful and students showed excellent progress towards understanding how to create digital artwork.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 15B - DIGITAL PAINTING II - Intermediate software and hardware use - A successful student will be able to demonstrate how to use intermediate levels of software and hardware to create digital art (Created By Department - Art (ART))</p>	<p>Assessment Method: Review of portfolios by instructor will demonstrate student success through 5 painting projects during the quarter class session.</p> <p>Assessment Method Type:</p>	<p>10/06/2014 - Exit portfolios demonstrated an appropriate level of skill and understanding of principles of digital painting. Students demonstrated how to use intermediate levels of software and hardware to create digital art at the appropriate level.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review</p> <p>Target for Success: Successful review of 5 digital painting projects.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <hr/> <p>10/06/2014 - Student portfolios showed increased skills for both hardware and software. The 5 self directed projects were 85 % successful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19A - OIL 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>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>10/06/2014 - Most students are able to demonstrate alla-prima painting techniques at the completion of the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19A - OIL 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>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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes in painting exercises.</p>		
<p>Department - Art (ART) - ART 19B - ACRYLIC PAINTING I - Painting Applications - A successful student will be able to paint a still life from observation using various acrylic painting applications. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</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 paint styles and paint applications in painting exercises.</p>	<p>10/06/2014 - Students are able to complete projects in an appropriate method and level or application for beginners.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <hr/> <p>10/06/2014 - Students can demonstrate to a limited level, either contemporary or traditional painting methods appropriate to the course outline.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19B - ACRYLIC 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>Start Date: 10/15/2011</p> <p>End Date: 08/31/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will give a portfolio review at Midterm and at the Final.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.</p>	<p>10/05/2014 - Portfolio reviews at the end of the quarter were successful for students that have completed drawing courses in addition to painting and color classes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19C - OIL PAINTING II - Styles and Subject Matter - A successful student will be able to paint various subject matter and styles using various oil painting applications.</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>10/06/2014 - Personal themes require extensive additional training at a higher level of understanding. Most students still struggle with medium and materials at this level.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</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>Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19D - ACRYLIC PAINTING II - Color Theory - A successful student will be able to paint a various subject matter using color theory with acrylic paint. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Painting subject matter using full color palette of 12 colors</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Ability to mix and apply paint with visual acuity.</p>	<p>10/06/2014 - Most students are able to complete satisfactory projects at this level using a variety of subject matter and basic color theory.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19E - OIL PAINTING III - Supports - A successful students will be able to paint an oil painting on various sized supports and surfaces. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will paint on 8x10, 9x12, 11x14, and 12x16 canvas stretchers and canvas boards</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Ability to use the substrate surfaces effectively including prep with gesso, tinting and underpainting methods.</p>	<p>10/06/2014 - All students were able to paint on various sized supports and surfaces with satisfactory results including prep with gesso and tinting methods.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19F - ACRYLIC PAINTING III - Supports - A</p>	<p>Assessment Method: Class lab projects in painting with multiple</p>	<p>10/06/2014 - Students demonstrated a full</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful students will be able to paint an acrylic painting on various sized supports and surfaces. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>sizes of substrate</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Ability to use all sizes and/or types of canvas and canvas boards in project work</p>	<p>knowledge of how to use a variety of substrates and sizes in class exercises.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 2 - Color Organization - 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 and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</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>08/05/2014 - 90% of the students were able to submit a portfolio of Color I assignments twice a quarter that demonstrated an understanding of color harmonies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Videos on color theory portfolio organization</p> <p>GE/IL-SLO Reflection: This is not a GE class.</p>	<p>08/05/2014 - Spend more time lecturing on how to organize portfolios for transfer.</p> <hr/>
<p>Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student will be able to evaluate color paper or painted colored art projects based on the strengths and weaknesses. (Created By Department - Art (ART))</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: Observation/Critique</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>	<p>08/05/2014 - 80% of the students were able to demonstrate correct color terminology in class critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Fudns for videos on color terminology and posters</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>08/05/2014 - Incorporate color terminology quizzes and rubrics in place of class critiques.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 20B - COLOR II - Technical - Students will be able to practice craftsmanship in using paint and brush, cut paper and glue techniques. (Created By Department - Art (ART))</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>08/05/2014 - 50% of the students were able to mix paint in the Art 20B Color I class. Not all of the students had the basic skills of mixing paint. Students also had problems cutting and gluing color aid paper in basic designs. Some of the students who had taken the online class were unable to demonstrate these skills in the on campus class. Students were able to leave a written self critique but lacked basic color theory skills.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for paint and brushes to give paint demonstrations</p> <p>Resource Request: Funds for paint and brushes to give paint demonstrations</p> <p>GE/IL-SLO Reflection: This was not a GE class in 2013-14. This will be a GE class for 2014-15.</p> <p>GE/IL-SLO Reflection: This was not a GE class in 2013-14. This will be a GE class for 2014-15.</p>	<p>08/05/2014 - There needs to be more demonstrations on paint mixing and collage gluing techniques in class. Online there needs to be more videos explaining how to mix gouache paint and glue color aid. Students need more explanations on how to use good problem solving techniques and creativity. Students need to use more critical thinking skills when coming up with creative abstract non-objective designs.</p> <hr/>
	<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;</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: A successful student will present a group of class color projects with great attention to clean mixing technique and neatness of the cut and paste method of class projects.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 20B - COLOR II - Critique - A successful student will be able to evaluate great works of colored 2-dimensional art work based on color theory, rules, expression and meaning. (Created By Department - Art (ART))</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>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>	<p>08/05/2014 - 80% of the students were able to demonstrate color theory and using the rules or basic principles and elements of design. Students need more practice looking at great works of design and art in relationship to color, expression and meaning.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for videos on color theorist</p> <p>GE/IL-SLO Reflection: This was not a Foothill College GE for 2013-14. This will be a GE class for 2014-15.</p>	<p>08/05/2014 - Students need to watch more videos and read more articles about famous color theorist and great works of two dimensional work. Students need more lectures on color meaning, color expression and the relationship of color and the humanities.</p> <hr/>
<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>Start Date: 09/24/2012</p> <p>End Date: 06/25/2013</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>11/03/2014 - As noted in an earlier SLO, this is a more challenging task for the students as there is a small amount of memorization involved. Having said that the average grade on the three exams was 84% and the points for the slide identification section improved throughout the course with most students able to identify, date, and discuss six out of seven of the images on each exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO relates directly to the Communication, Critical Thinking, and Global Consciousness IL outcomes. The students are required to be familiar with the art of diverse cultures and analyze the meaning and significance of the art within that culture. They demonstrate this mastery</p>	<p>11/03/2014 - Art historians regularly discuss the wisdom of having students memorize specific works of art for analysis, however, we feel it is important to have a firm knowledge of a few works of art so that the student can use this knowledge to discuss similar pieces from the same culture and period. This is a more challenging SLO and we will continue to assess its usefulness over the next few years.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		by writing a short analysis of each work of art they are required to know.	
<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>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>11/03/2014 - Over the past few years, this SLO has been assessed based on specific questions about the impact of the Nile river on ancient Egyptian civilization. This theme was again featured as both a F2F class Paper topic in the fall of 2013 and an Online paper topic in the spring of 2014 and an exam question on the first fall 2013 midterm. The students were able to answer this question to my satisfaction on the first exam (seven students chose this essay question) and received an average of 13/16. The question was also featured on the first midterm in the online spring 2014 section of Art 2A (Why were the Egyptians an essentially optimistic people? What environmental factors shaped their culture and how was this expressed in their art?). In this case the average grade was 8/10.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are expected to analyze (in written form and in group discussions -in their seminars) the relationship between environment, culture, and cultural production (literature, art, etc.). They study the topography of North Africa and assess how the presence of the Nile (and its natural cycles) helped develop the ancient state of Egypt and influenced the Egyptian obsession with stability and tradition and also helps explain the</p>	<p>11/03/2014 - This is an interesting SLO, but I would like to change it next year to expand the scope of the assessment beyond Egypt to more fully support the Global Consciousness rubric.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		essentially conservative nature of ancient Egyptian culture, art, and religion.	
<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 Method: This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper. Assessment Method Type: Exam - Course Test/Quiz 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>Start Date: 04/08/2013 End Date: 06/25/2013 Course-Level SLO Status: Active</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 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. Assessment Method Type: Research Paper 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>Start Date: 04/08/2013 End Date: 06/25/2013 Course-Level SLO Status: Active</p>			
<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</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</p>	<p>11/03/2014 - This SLO was addressed in an essay question on the third midterm in the F2F (winter 2014) section, an online Discussion question for the same course, and in all three sections of the online course (fall, winter, and summer). The</p>	<p>11/03/2014 - This is an important and successful SLO and I will continue to introduce these themes into essay questions, discussion</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Start Date: 01/07/2013</p> <p>End Date: 03/26/2013</p> <p>Course-Level SLO Status: Active</p>	<p>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 or better on the essay.</p>	<p>winter F2F midterm responses to a question based on this SLO (Please discuss Humanism in specific reference to the art commissioned by important patrons like the Medici. Why were they so fascinated with Greek and Roman culture?) were excellent. This question was answered by seven students with an average grade of 14/16 (very good!). Because the question requires the student to look at the Renaissance economy, new mercantile classes, and art production as related themes, it did produce some the the best in-class essays of the whole course. I was also impressed by the online Discussion based on this theme (After studying many of the paintings we are studying in chapter 20 (15 in some texts) it is evident that some of the patrons (the actual people who paid for the art) are actually featured in the religious scenes (look at images 20-4, 20-9, 20-12, and 20-17). What does this, to us, unusual inclusion of the donors tell us about economic, social, and religious changes taking place in Europe in the fifteenth century? Why did the donors have themselves included in the paintings they commissioned?) as the students did a really nice job bringing the various elements (economic, social, etc.) together.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to think about the development of modern capitalism and assess the development of new social classes within the context of this developing economic</p>	<p>prompts, and term paper topics.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>approach. They must write about the nexus of these elements and are also encouraged to share their ideas with their peers via the Etudes online Discussion tool in instructor-moderated online discussions.</p>	
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3 - 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>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>11/03/2014 - Based on my findings last year, I introduced another component to the F2F term paper and required that all students submit a paper abstract three weeks before the paper was due. This did encourage students to begin work earlier and produced much improved Works Cited pages and more focused topics. These abstracts did produce mostly 4/5 or above for the works cited pages. However, the quality of the papers (the grade being based on the actual papers) was a little lower than expected. The class average was a C+. The online sections wrote shorter papers and the average for the fall and winter sections was 77%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to assemble an acceptable college-level Works Cited page complete with primary and secondary sources. They are expected to read and master these sources and report on their research in a paper presented in the MLA format.</p>	<p>11/03/2014 - Although I feel most Art 2B students were able to assemble an appropriate Works Cited page for their research papers, I still feel there is much room for improvement. I have tried to establish a direct correlation between the level of English class completed (ENG 1A, 1B, etc.) and the quality of a student's writing and, based on information I have from my student questionnaires, there is not a direct link. I feel I need to offer more paper-writing seminars and, either make them mandatory and offer points for attendance, or encourage more students to attend with extra credit points. As noted last year, students who attend the paper-writing seminars write (on average) better papers than those who do not.</p>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART</p>	<p>Assessment Method: Midterm essay or term paper. The student</p>	<p>11/03/2014 - The Art 2BH students were very successful in 2014 with all students who finished</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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: End of Academic Year</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>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>the course passing with a B or above. The average exam grade was 88% with nearly every student earning 13/16 or above for their exam essays. Paradoxically, the papers were not quite as consistent as the papers in the 2012 class with the average grade of 58/70 on their papers. This is still a B, but I do feel there is room for improvement and honors students should be earning higher grades on average.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This SLO requires the student to research a given topic (from a broad range of options) and critically assess their topic based on social, political, and cultural factors. The short exam essays require the same analysis.</p>	<p>11/03/2014 - This SLO was met by the in-class essays, but the term papers fell a little short. I have required students to submit paper abstracts which has produced much better Works Cited sections and the formatting (MLA) has improved. While the average grade for the honors section was higher than the traditional 2B sections, I do feel I need to expand the paper writing-seminar options for the honors class. I'll see if these changes improve results in the 2016 class.</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: End of Academic Year</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>11/03/2014 - As with the 2012 Art 2BH course, this SLO was featured in midterm #1 (1.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.) and was also a possible topic for the term paper (1.Please discuss the fusion of pagan and Christian themes in early medieval art.). The students who chose to respond to these questions exceeded the required 12/16 or above with an average grade of 13/16 for the five students who wrote this essay for their first midterm.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>11/03/2014 - I have no plans to change this SLO or the assessment method as it is evidently well-supported by the course content and supporting content (assigned films, etc.).</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014 Resource Request: None at this time GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The student is required to develop a critical essay taking into account the collision of cultures (Germanic/Celtic/Roman/Christian/Pagan) at the end of the Roman period; this synthesis is used to understand the development of modern western culture.	
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)) Start Date: 04/11/2011 End Date: 06/28/2011 Course-Level SLO Status: Active	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. 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. 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. Assessment Method Type: Research Paper Target for Success: A student will receive a 12/16 or above on	11/04/2014 - This topic was addressed by one of the lab/seminar groups (2.The artistic response to the Industrial Revolution) and in the online section as an assignment question (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the Industrial Age and also dealing with the social and economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.). The students did an excellent job with the assignment question and were able to bring together the social, political, and technological developments that lead to the Industrial Revolution and were also able to provide an involved analysis of the artistic response to this period. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: None at this time GE/IL-SLO Reflection:	11/04/2014 - I do not plan to change this SLO, however, it will be featured as an essay option on the third midterm this year (2014/15).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>the exam essay or 60/70 or above on the term paper.</p>	<p>This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to provide an analytical discussion of social, political, and technological developments during the Industrial Revolution and place the art of that period within the context of this most tumultuous of eras.</p>	
<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>Course-Level SLO Status: Active</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 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>11/04/2014 - This SLO featured in the first midterm and as a seminar topic in the F2F section (1.How was art a "weapon" in the hands of the Counter-Reformation Popes? - Seminar- 5.Baroque architecture and Galileo, Magellan, and Newton) and as a short paper prompt in the online section. Of the 48 students who took the first midterm in the F2F class, seven addressed this topic and the average grade was 12/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO forces the student to provide a critical analysis of Counter-Reformation politics and society and discuss how the Papacy attempted to use visual culture to win 'hearts and minds.' The dynamic art of this period is also contrasted to the voyages of discovery and Enlightenment science; both these factors helped create a 'world in flux.'</p>	<p>11/04/2014 - This SLO will be featured as an optional term paper question in 2014/2015.</p>
<p>Department - Art (ART) - ART 2CH -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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: End of Academic Year</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 and name 8/10 works of art from the period 1600 - 1880.</p>		
<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: End of Academic Year</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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
short essay question dealing with this SLO.			
<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>Start Date: 09/04/2012</p> <p>Course-Level SLO Status: Active</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>04/20/2014 - Student posts in discussions have increased in content, with 75-80% of students posting responses to lesson questions and/or replies to other student posts a minimum of one to two times weekly. Art 2E tends to attract women's studies majors as well as art/art history majors and topics on gender and art are, for the most part, embraced and discussed with passion and insight. Class discussions remain a successful means of evaluating student participation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - I have posted more announcements to the effect that student participation in discussions is required and this seems to have generated more posts from students. I will continue the assessment method and the announcements reminding students that active participation in discussions is required.</p> <hr/>
<p>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))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75-80% of students will receive a grade of 8 or higher on a 10 point scale.</p>	<p>04/20/2014 - 83% of students earned grades of 8 or higher (out of 10 points) on weekly essays based on questions regarding the history of women artists. These weekly assessments show that students are able to synthesize material on the role of women artists throughout history from text, lessons, and discussions in written form. Art 2E presents most material in a chronological time frame and I have noticed that essays questions on contemporary women artists seem to generate the most subjective comments, while simultaneously showing a historical perspective gained from the study of earlier periods in art history.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - This assessment is an overall success and I will continue to utilize this method of analyzing student work.</p> <hr/>
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize</p>	<p>Assessment Method: This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a</p>	<p>11/05/2014 - This SLO is dealt with on the first midterm. Of the 32 students who took the midterm, 29 successfully recognized at least four of the symbolic attributes of the Buddha in art.</p>	<p>11/05/2014 - I will continue to include this SLO-question for the 2014/15 class, but might expand the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART))</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>familiar image of the Buddha that the students will have seen in both their text and during the lectures.</p> <p>1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: There are at least 10 possible attributes/aspects of the Buddha's appearance that could be discussed. A student 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students have to be familiar with the art and symbolism of another culture and be able to analyze the symbols in a short essay.</p>	<p>exam prompt for the 2015/16 course.</p> <hr/>
<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>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>11/05/2014 - I gave the students the opportunity to submit a paper abstract three weeks before the actual paper was due. 26 students submitted an abstract, complete with a selected bibliography and they supplied the minimum number of primary and secondary sources and mostly (a few exceptions) used the correct MLA format.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at This time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to read widely, assemble an appropriate bibliography/works cited list of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		primary and secondary sources to support their term papers.	
<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 specific thematic indicators. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</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: 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 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>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 2 - Sufi Theology - A successful student will be able to demonstrate and discuss the impact of mystic Sufi theology on the architecture of the Ottoman Empire in the 16th and 17th</p>	<p>Assessment Method: This SLO cannot be adequately assessed with a multiple choice or fill-in-the-blank question as it requires an ability to bring together theological and historical knowledge gained over the course of at</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>centuries. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>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>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>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</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.</p> <p>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>	<p>04/20/2014 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Course material is presented chronologically and thematically and student engagement with the subject of multicultural American art throughout history is apparent in these essays based on questions derived from weekly assigned readings in text and lessons. Mastery of the use of social history in analyzing artworks is a critical component of art history today and these assessments were created with this particular methodological approach in mind.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - Weekly essay assignments are a useful means for determining student learning and I will continue to use this method of assessment in Art 2J.</p>
<p>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</p>	<p>Assessment Method: 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>	<p>04/20/2014 - Over 80% of Art 2J students succeed in earning scores of 8 or higher on a 10 point scale for weekly essays, which include analysis and interpretation of a variety of movements and styles in the history of American art. As the quarter progresses, I have noticed that students are increasingly able to effectively refer to past styles</p>	<p>04/20/2014 - Given the evidence that this assessment succeeds in student learning in Art 2J, I plan 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
<p>Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>80% of students will receive a grade of 8 or higher on the 10 point scale.</p>	<p>(e.g., Colonial or New England architectural styles), providing a context for more contemporary styles, such as post-modernism in American architecture. Thus, identifying and considering historical styles/movements in these weekly essays allows for more meaningful interpretations of artworks produced over a period of time in America.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/12/2012</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>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 3/3 on the short answer/vocabulary questions.</p>	<p>11/05/2014 - Both exams feature questions (eg. How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?) that focus on identifying styles, their main qualities/goals, and placing these forms of expression with a social and political context. Students averaged 12/16 on their two midterm essays with most earning 13/16 or above. I feel that my 2013/14 course did meet the expectations of this SLO, but I want to spend more time in class in 2014 discussing how to respond to complex essay prompts as there were three or four students in both exams who had a hard time crafting essay responses.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. All these essay questions require critical analysis, a comprehensive knowledge of history, and a</p>	<p>11/05/2014 - I have no plans to change my approach to essay questions, however, I do want to spend more time helping students craft successful responses.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		broad range of knowledge about the social factors influencing the production of art over the last 140 years.	
<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>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>Target for Success: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>11/05/2014 - This SLO was featured on the final exam in the 2013 class (4.What did the Pop artists discuss in their art? Why did they feel these subjects were important?) and seven of the 33 students who took the final chose you address this question. The average essay grade was 13/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Students are asked to discuss economic growth, consumer culture, the media, and the main themes of the 1960s (Civil Rights, Vietnam, etc.) as these ideas were expressed in Pop Art.</p>	<p>11/05/2014 - This SLO seems to be well supported by the course content and supporting materials and I will include this theme on the 2014 final exam.</p>
<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</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:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: Active</p>	<p>Observation/Critique</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>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>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>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>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Historical/Cultural Context - A successful student will analyze visual communication in historical and cultural context. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Weekly quiz essay questions and weekly field journal entries</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: demonstrate critical thinking when analyzing information</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 2. Visual communication - A successful student will discuss the relation of visual communication in various societal and cultural settings. (Created By Department - Art (ART))	Assessment Method: Weekly quiz essay questions and weekly field journal entries Assessment Method Type: Essay/Journal Target for Success: Demonstrate critical thinking		
Course-Level SLO Status: Active			
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 3. Historical principles - A successful student will understand the historical principles of visual communication. (Created By Department - Art (ART))	Assessment Method: Weekly quiz essay questions and weekly field journal entries Target for Success: Demonstrate critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 4. Technology - A successful student will discuss issues and ramifications of the use of technology in visual communication. (Created By Department - Art (ART))	Assessment Method: Weekly quiz essay questions and weekly field journal entries Assessment Method Type: Essay/Journal Target for Success: Demonstrate critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 5. Media - A successful student will analyze content and purpose in relation to specific media. (Created By Department - Art (ART))	Assessment Method: Weekly quiz essay questions and weekly field journal entries Assessment Method Type: Essay/Journal Target for Success: Demonstrate critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 6. Interpret - A successful student will interpret images, symbols and typography. (Created By Department - Art (ART))	Assessment Method: weekly quiz essay questions and weekly field journal entries Assessment Method Type:	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Essay/Journal Target for Success: demonstration of critical thinking when interpreting</p>	<p>2013-2014</p>	
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 7. Media on culture - A successful student will understand the influence and impact of informative and persuasive media on culture. (Created By Department - Art (ART))</p>	<p>Assessment Method: Weekly quiz essay questions and weekly field journal entries Assessment Method Type: Essay/Journal Target for Success: Demonstrate critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - Recontextualization - A successful student will discuss how images and icons of the past are being recontextualized to form new ideas and cross-cultural identities. (Created By Department - Art (ART))</p>	<p>Assessment Method: Weekly quiz essay questions and weekly field journal entries Assessment Method Type: Essay/Journal Target for Success: demonstrate of critical thinking when discussing</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing images on plates and printing them. (Created By Department - Art (ART))</p>	<p>Assessment Method: successful completion of project including planning an image, making the print matrix (plate) and printing the plate Target for Success: a print demonstrating competence in image, plate and printing</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 2 - Multiples - A successful student will produce uniform multiples, to mat, document and present work in proper portfolio form. (Created By Department - Art (ART))</p>	<p>Assessment Method: successful completion of project requiring printing multiples, documentating the prints, and presenting the prints Assessment Method Type: Class/Lab Project Target for Success:</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>printing an edition of prints and preparing them for exhibition or portfolio presentation</p>		
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of images Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 4 - Evaluate - A successful student will critically evaluate his or her own projects. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target for Success: Safe practices</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 38 - RELIEF</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PRINTING - 1 - Relief Images - demonstrate foundation skills in producing images on plates and printing them using embossing, linoleum block and collagraph printing. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: evaluate plates and printing Assessment Method Type: Observation/Critique Target for Success: foundation skills for three types of prints	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 2 - Printing - produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: evaluate work produced Assessment Method Type: Observation/Critique Target for Success: print multiple prints that are uniform, present work for critique and peer review	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 3 - Images - understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: Evaluation of images Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 4 - Evaluate - critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 5 - Diversity - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 38 - RELIEF PRINTING - 6 - Tools & Materials - understand and practice the safe handling of tools and materials. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target for Success: Safe practices</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<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 Method: The student will present his or her concept for review by the instructor. Assessment Method Type: Presentation/Performance</p>	<p>10/30/2014 - 85% of students were able to conceptualize and design original ceramic sculpture. Some students excelled at surface treatments such as texture, slip, and glaze applications, while others excelled at replicating what they were seeing. There was quite a diverse group of creative people taking this class. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Sculpture stands and funding for a wall mounted monitor.</p>	
<p>Course-Level SLO Status: Active</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 Method: The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques. Assessment Method Type: Observation/Critique</p>		
<p>Course-Level SLO Status: Active</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,</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>10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic hand-building techniques needed to complete assigned projects. Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Observation/Critique</p>	<p>Target Met Year This Assessment Occurred: 2013-2014 Resource Request: More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons. GE/IL-SLO Reflection: It is vital for all ceramic students to grasp the basics of ceramic construction to have success in Art 45A.</p>	
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate students glazing techniques before and after final firing. Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 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: 2013-2014 Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth. GE/IL-SLO Reflection: Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.</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 -</p>	<p>Assessment Method: Students will present their projects in class using language learned to describe works of art. Assessment Method Type: Presentation/Performance</p>	<p>10/30/2014 - 90% of students enrolled in art 45A were successful in presenting and discussing their final works of art, as well as their museum report. Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Art (ART))</p> <p>Course-Level SLO Status: Active</p>		<p>2013-2014</p> <p>GE/IL-SLO Reflection: By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime.</p> <p>GE/IL-SLO Reflection: By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime.</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 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>10/30/2014 - 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: 2013-2014</p>	
<p>Course-Level SLO Status: 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 Method: The instructor will evaluate students glazing techniques before and after final firing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 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: 2013-2014</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</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</p>	<p>05/29/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel –throwing techniques needed to complete assigned projects. The remaining 15% of students who struggle do so mostly because of attendance, and lack of participation.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>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>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p> <hr/> <p>05/29/2014 - 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: 2013-2014</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>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 Department - Art (ART))</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>05/29/2014 - 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 15-20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>		<p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>05/29/2014 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report. By presenting their final projects and writing assignments in front of their peers, students obtain valuable skills they will use throughout their lifetime.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>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))</p> <p>Course-Level SLO Status:</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</p>	<p>10/30/2014 - 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: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through repetitious trimming exercises concentrating on tool selection, wheel speed, material consistency, and hand positions, the student will be able to demonstrate technical proficiency in basic pottery trimming techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</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>10/30/2014 - 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: 2013-2014</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>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</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: Observation/Critique</p>	<p>10/30/2014 - 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.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>shaping methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<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>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>10/30/2014 - 90% 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 10% failure rate even for an advanced student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result no matter how advanced the student. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.</p>	
<p>Department - Art (ART) - ART 45CL -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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>10/20/2014 - 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: 2013-2014</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 shaping methods. (Created By Department - Art (ART))</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 wheel thrown objects using multiple throwing and shaping techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 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> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: funding for a wall mounted monitor.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>10/20/2014 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students findings in all five of the various firing procedures demonstrated in class.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>09/20/2014 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More in class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out surface designs for their functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 90% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out designs for their functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 1 - Firing</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students findings in color and surface variation in all five of the firing procedures.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>09/20/2014 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</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 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures taught in class.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 100% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create ceramic objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 85% of students were able to meet the listed criteria and were able to grasp the ceramic techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: funding for a wall mounted monitor.</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 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing techniques and surface preparations before and after the finish firing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 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: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p>	
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 1 - Various Papers - A successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of cold pressed, hot pressed 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>10/06/2014 - See WATERCOLOR 1 and 2 for updated info</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<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>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>Department - Art (ART) - ART 47 - WATERCOLOR - 3 - Basic Techniques - A successful student can apply basic watercolor techniques in painting. (Created</p>	<p>Assessment Method: Visual review of student work</p> <p>Assessment Method Type: Portfolio Review</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Correct use of watercolor glazes using color and water and brushes</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Visual review of student work in class and from homework</p> <p>Assessment Method Type: Portfolio Review</p> <p>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.</p>		
<p>Department - Art (ART) - ART 47A - WATERCOLOR I - Various Papers - A successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART))</p> <p>Start Date: 09/20/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of in class and homework projects. Evaluation of watercolor notebooks</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Full use of all materials, paints, papers and brushes</p>	<p>10/06/2014 - Student portfolios exceeded expectations for use of notebooks, materials and subject matter. Increased use of notebooks for all assigned work, helped to improve all levels of students painting in watercolor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 47A - WATERCOLOR I - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will present a portfolio for review several times during the quarter.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Competent work will exhibit a clear understanding of watercolor materials such as paints and brushes</p>		
<p>Department - Art (ART) - ART 47A - WATERCOLOR I - Basic Techniques - A</p>	<p>Assessment Method: Review of portfolios and notebooks during</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful student can apply basic watercolor techniques in painting. (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>the quarter.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Success will be evident in clear understanding of wash and glaze techniques</p>		
<p>Department - Art (ART) - ART 47A - WATERCOLOR I - Composition - A successful student can use color and design principles to develop basic compositions. (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review of projects and portfolios to determine competency in composition.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will understand and practice good compositional techniques based on standard beginning understanding of design principles.</p>		
<p>Department - Art (ART) - ART 47B - WATERCOLOR II - Intermediate Techniques - A successful student will be able to demonstrate intermediate use and understanding of materials and techniques in watermedia (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Portfolio review of class projects during class sessions will determine success of</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will paint full sheet paintings of detailed watercolors. They will keep detailed notebooks and painting studies based on reearch on each watercolor artists they study.</p>	<p>10/06/2014 - Student portfolios exceeded expectations for use of notebooks, materials and subject matter. Increased use of notebooks for all assigned work, helped to improve all levels of students painting in watercolor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 47B - WATERCOLOR II - Professional watermedia methods - A successful student will be able to analyze, understand and duplicate complex professional watermedia techniques (Created By Department - Art (ART))</p> <p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Review of a minimum of 3 watercolor projects based on the study of master painters.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Presentation of 3 full sheet watercolors based on master painters</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing monoprinted images using painting, drawing and stencils. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>		
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 2 - Portfolio - A successful student will present work for exhibition or portfolio. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>		
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of images</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 4 - Evaluate - A</p>	<p>Assessment Method: Evaluation of participation</p>	<p>02/18/2014 - Learning is successful</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Discussion/Participation Target for Success: Critical thinking</p>	<p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target for Success: Safe practices</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing.</p> <p>Assessment Method Type: Class/Lab Project Target for Success: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise</p>	<p>08/05/2014 - Students were able to achieve multiple tonal values in various charcoal drawing exercises in the online and on campus classes. Students worked from observation in all of the drawing sections. Students improved skills drawing cast shadows.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Funds for poster shadow and light diagrams Resource Request: Funds for poster shadow and light diagrams Resource Request: Funds for poster shadow and light diagrams</p>	<p>08/05/2014 - Give students visual and written rubrics to encourage the standards of quality of drawing cast shadows and rendering shadows and light.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p>	
<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: End of Academic Year</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>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</p>	<p>08/05/2014 - Students improved reasoned judgments by participating in peer reviews in online class critiques. In the past the critiques were only based on instructor feedback. This past year, students are learning how to give reasoned judgements base on a lesson rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for videos of great works of drawings</p> <p>GE/IL-SLO Reflection:</p>	<p>08/05/2014 - Give students written rubrics to encourage the standards of quality in class discussions.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p> <p>Assessment Method: Students will submit a portfolio of drawings for review by the instructor. Instructors will evaluate the student portfolio work based on his/her understanding of the principles and elements of design, technical mastery and expressive content.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p>	<p>Students gave verbal and written feedback on great works of drawings. The drawings demonstrated expressive content, design principles, technical mastery and the logic of light and shadows.</p> <hr/> <p>08/05/2014 - Students were able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<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>Course-Level SLO Status: Inactive</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>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</p>	<p>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.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>08/05/2014 - Students were able to integrate color theory, expressive content and technical mastery in drawing critiques and discussions. Students used reasoned judgements in class discussions. Students need to have more discussions about abstraction.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <hr/> <p>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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>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 a class art discussions of great works of color drawings.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for posters on contemporary drawings and abstractions</p> <p>GE/IL-SLO Reflection: Students discussed great works of contemporary drawings. Students were required to read a textbook that showed great works of historical and contemporary drawings.</p>	
<p>Department - Art (ART) - ART 4B - DRAWING II - Expressive or Experimental Drawing - A successful student in an Intermediate Drawing class will be able to communicate expressive subject matter or materials. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/23/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will demonstrate a portfolio or expressive drawings. Students may also present drawings to be evaluated in a class critique.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to demonstrate a portfolio of drawings that integrates expressive, abstract, surrealist or experimental subject matter or mix media drawing.</p>	<p>08/05/2014 - Students were able to use mix media, abstract and expressive concepts in intermediate drawings assignments. Students used watercolor mixed with colored pencils and also ink wash in this class. Students also tried using collage and mix media. Some students also demonstrated an understanding of abstraction in drawing portfolios. 50% of the students still need to explore abstraction in the drawing assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Funds for videos on expressive and abstract color drawings</p> <p>GE/IL-SLO Reflection: Students received lectures on great works of drawings that used collage and mix media techniques.</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: End of Academic Year</p> <p>Course-Level SLO Status: Inactive</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>Department - Art (ART) - ART 4C - DRAWING III - Linear Perspective - A successful student will be able to demonstrate a knowledge and application of linear perspective. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/23/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be asked to draw a basic still life of boxes in one point and two point perspective at the start of the course. The students will be asked to complete the same still life at the end of the course.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Students must demonstrate a knowledge and understanding of drawing linear perspective from observation.</p>	<p>08/05/2014 - Students were able to draw a basic still life of boxes in one point and two point perspective at the start of the course. The students were able to complete the same still life at the end of the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
		<p>08/05/2014 - Students were able to demonstrate a working knowledge of one and two point perspective. Students need more practice with basic foreshortening exercises in this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request:</p>	<p>08/05/2014 - There will be more smaller projects sketching objects in foreshortening from observation.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for perspective videos GE/IL-SLO Reflection: This is not a GE class.	
Department - Art (ART) - ART 4C - DRAWING III - Drawing Critiques - A successful students will be able to use reasoned judgments based on the rules of linear perspective, class drawing critiques and art discussions. (Created By Department - Art (ART)) Course-Level SLO Status: Active	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.	Assessment Method: Students will demonstrate an understanding of linear perspective by creating a portfolio. This portfolio will be critiqued and reviewed during class time. Assessment Method Type: Portfolio Review Target for Success: A strong class portfolio will have drawing examples of correct understanding of the rules of one and two point perspective from observation.	08/05/2014 - Students were able to demonstrate a portfolio of one and two point perspective. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: funds videos to show good one and two point perspective GE/IL-SLO Reflection: This is not a GE class.
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)) Course-Level SLO Status: Active	Assessment Method: Evaluate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises. Assessment Method Type: Class/Lab Project Target for Success: Demonstrate use of human proportion, sighting skills, hand-eye coordination and	08/05/2014 - Students were able to demonstrate a basic use of human proportion, sighting skills and hand eye coordination. Students were able to draw 7 and 1/2 heads high drawings of the human figure. Students were able to sight the measurements using a pencil measuring tools from observation. Students were also able to draw the landmarks of the human form. Result:	08/05/2014 - Have more videos playing to show gesture drawing and proportion while the students are drawing from the live model. The new projector system has greatly improved the students understanding of drawing. Students are now able to view slide shows directly from the projector system.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>anatomy in figure drawing exercises.</p> <hr/>	<p>Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Funds for Figure Models GE/IL-SLO Reflection: This is not a GE class</p> <hr/>	<p>The action plan would be to encourage all figure drawing instructors to use the projector system when teaching this class.</p> <hr/>
<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>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. Assessment Method Type: Portfolio Review Target for Success: Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <hr/>	<p>08/05/2014 - Students were able to successfully demonstrate good gesture and proportion drawing techniques in a exit portfolio. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Funds to invite professional artist to review student portfolio work GE/IL-SLO Reflection: This is not a GE class</p> <hr/>	<p>08/05/2014 - Students need more discussions about the work that needs to be included in an exit portfolio. Students will be encouraged to bring the figure drawing portfolio to transfer portfolio reviews.</p> <hr/> <p>08/05/2014 - Students will need more exercises with composition. Students need more practice drawing the background and the figure in drawing exercises.</p> <hr/>
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial measurements and rules of facial proportion in a portrait drawing. Assessment Method Type: Class/Lab Project Target for Success: Demonstrated correct use of facial proportion in a portrait drawing exercise.</p> <hr/>	<p>08/05/2014 - Students were able to draw the human proportions form observation. Having regular figure live models has greatly improved the students drawing skills. Some part time instructors do need to stress the importance of the proportions of the mouth. The mouth is one third from the chin to the nose and not one half. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request:</p> <hr/>	<p>08/05/2014 - Discuss the importance of human proportion with part time instructors.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for Figure Models GE/IL-SLO Reflection: This is not a GE class.	
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)) Course-Level SLO Status: Active	Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique. Assessment Method Type: Observation/Critique Target for Success: Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.	08/05/2014 - Students were able to use facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: funds for heads and hands videos to discuss facial terminology GE/IL-SLO Reflection: This is not a GE class.	08/05/2014 - We need more videos explaining facial terminology.
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)) 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.	08/05/2014 - Students were able to integrate the design concepts, design elements and the principles of design in all exercises. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Funds for Videos on the principles and elements of design GE/IL-SLO Reflection: This was not a GE class for 2013-14. It will be a GE class for 2014-15.	08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.
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	Assessment Method: Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions.	08/05/2014 - 70% of students were able to demonstrate correct use of design terminology and reasoned judgements in design critiques. Result: Target Met Year This Assessment Occurred:	08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>design discussions. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.</p>	<p>2013-2014</p> <p>Resource Request: Funds for Videos on the principles and elements of design</p> <p>GE/IL-SLO Reflection: This was not a Foothill College GE in 2013-14. This will be a Foothill College GE for the year 2014-15.</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will review 3D completed lab constructed specific projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.</p>	<p>10/06/2014 - Students were able to present appropriate projects to demonstrate 3D presentational skills and had written support documentation. Class was successful. Projects can be smaller in nature and materials should be limited to those that are appropriate for the studio and student to work with at home.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will participate in class discussions to evaluate art works</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students will use correct terminology to evaluate art works in 3D.</p>		
<p>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))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Instructor review of lab assigned lab projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Successful presentation of 3D projects using</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	a variety of methods and materials.		
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A successful student will be able to demonstrate neat, technical expertise in the use of mixed media. (Created By Department - Art (ART))</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>07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others. Writing is a struggle for some and I have developed a series of questions to help students generate ideas about their progress and what they have learned.</p> <hr/> <p>11/30/2013 - After viewing multiple projects and a final portfolio review, students were able to demonstrate neat, technical expertise in the use of mixed media.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: It is a surprise to many students to learn</p>	<p>07/13/2014 - Students do best when given a variety of methods including traditional methods of cutting and combining as well as digital means. Because digital imagery can be cleaner and parts are less difficult to "glue" precisely many students are successful. Executing "real," physical products can be more time consuming and produce results that</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>that not only the idea behind an artwork is important, but also that a good presentation is valued. For some of the schools to which our students transfer, it is extraordinarily important that care is taken in how a work is finalized. As always some will have a harder time with this component but it is an aspect that is keenly important in the business world.</p>	<p>are difficult to revise, but they seem to be more satisfying for some students. Some students would be more successful if they are give more personal help while working, difficult to do with those who are online.</p> <hr/>
<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 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: 80% of students receive a B- or better on the projects and writings.</p>	<p>11/30/2013 - After review of portfolios, most students were successful in arranging 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</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 comosition 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:</p>	<p>07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Portfolio Review</p> <p>Target for Success: (80%) exhibit good comprehension of basic principles.</p>	<p>GE/IL-SLO Reflection: Portfolio review helps students prepare a professional looking presentation of their work and forces them to restate the goals and methods for each learning segment.</p> <hr/> <p>07/13/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others.</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others.</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>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>11/30/2013 - After portfolio review, it was determined that most students were able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</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 demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>07/14/2014 - Students tend to like critiques as they are an opportunity they say to learn in a way that is different from the lecture. It is important to have everyone participate and in this class they are given points for the amount and quality of their comments. Students learn how to give meaningful praise and constructive information, and they practice learning how to receive, and handle criticism. Each class typically has eager students who would dominate as well as those who would disappear if possible. It's important to maintain a fair balance.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Critical thinking is important in this task as students must be able to say how and why they did things, and be able to evaluate their work objectively as to its' success. Expanding this thinking to viewing and critiquing each other's works is an extension of the process.</p>	
<p>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))</p>	<p>Assessment Method: Group peer and instructor review of final portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>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.</p>	<p>10/06/2014 - Very professional portfolios were presented at the end of the class by most students. Portfolios included all appropriate materials, papers, and support documentation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Course-Level SLO Status: Active</p>			
<p>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 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))</p>	<p>Assessment Method: Portfolio review will be used to determine student success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create a written cover letter, artists bio and resume' and full final portfolio for review and display either in person or online delivery</p>	<p>10/06/2014 - Students presented excellent portfolios complete with online documentation. All goals were met. Improved retention and quality for this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
<p>Department - Art (ART) - ART 77 - POTTER'S WHEEL - 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>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>05/29/2014 - 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: 2013-2014</p> <p>Resource Request: More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 77 - POTTER'S WHEEL - 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>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>05/29/2014 - 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: 2013-2014</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		decorative objects.	
<p>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))</p> <p>Course-Level SLO Status: Inactive</p>	<p>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.</p> <p>Assessment Method Type: Portfolio Review</p> <p>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</p>		
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 1. 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: handmade books that contain content requiring critical thinking</p>		
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 2. Content - A successful student will be able to produce content for books. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of design projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 3. Design - A successful student will demonstrate basic design layout in bookmaking. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of design projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</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 - 4. Discuss - A successful student will discuss and analyze content and form in book arts. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Target for Success: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 5. Evaluate - A successful student will evaluate craftspersonship in the book arts. (Created By Department - Art (ART))	Assessment Method: Evaluation of student Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 6. Tools & Materials - A successful student will demonstrate safe use of book art tools. (Created By Department - Art (ART))	Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from different cultures. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			

Unit Assessment Report - Four Column

Foothill College

Program (FA-ARTS) - Art Studio AA/CA

Mission Statement: The Studio Art curriculum is designed to accommodate students who wish to pursue a general interest in the visual arts with the goal of receiving an Associate in Arts and/or to transfer to a four-year college. Foothill College art programs provide fundamental training in art skills and concepts. Art faculty are intensely involved in their disciplines and are professionally dedicated to promoting each student's understanding of the place of art in our lives and in history.

Primary Core Mission: Transfer
Secondary Core Mission: Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-ARTS) - Art Studio AA/CA - 1 - Graduates of the program will be able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques.</p> <p>Start Date: 01/09/2012</p> <p>End Date: 06/30/2014</p> <p>SLO Status: Active</p>	<p>Assessment Method: Final portfolio review of students work by instructional team will assess two and three dimensional artwork and designs using appropriate tools, materials, methods and techniques</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Each student should be able to exhibit 20 to 30 quality level two-dimensional and three dimensional artworks at the end of the program cycle in an exit portfolio.</p>	<p>12/10/2014 - Graduates of the studio art program are able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques. Portfolios verify that the process of SLO's supports the PLO's for Studio Art majors. The portfolio class review supports shows that each student is able to submit between 20 and 30 quality level two and three dimensional artworks at the end of the cycle. Improvements can be made in encouraging students to save and photograph their work for archival purpose. Art students should be encouraged to create fully documented portfolios of work from each class, saving the best work for portfolios. These works can also be used in application to art colleges and other institutions. Art students should be encouraged to write about their work in both technical and artistic terms and include this work in portfolios. Most art schools require students to write about work, both personal and technical terms to gain admittance to higher level classes. We are pleased with the overall results of student portfolios as we review them for transition to higher institutions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <hr/> <p>12/09/2014 - Students who go though our art studio program have 20 to 30 successful works in</p>	

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		<p>the exit student exhibition. This exhibition is reviewed by all of the art faculty. The work shows a range of art techniques, materials from painting, watercolor, two dimensional design, ceramics, drawing, printmaking and digital arts</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Program (FA-ARTS) - Art Studio AA/CA - 2 - Graduates of the program will be able to look at, examine, write about, analyze and critically evaluate two-dimensional and three-dimensional creative projects and culturally significant works of art using the current principles and language of art and design.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>End Date: 06/30/2014</p> <p>SLO Status: Active</p>	<p>Assessment Method: Class essays and oral presentations by students analyzing and critically evaluating two-dimensional and three dimensional creative projects will be evaluated by instructors to ensure Program learning outcomes are met in all studio art courses</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: Written essays and oral presentations should demonstrate the proper use of current principals and language of art and design.</p>	<p>12/10/2014 - Students are successful in giving oral critiques about art work. They are able to write and talk about work with a critical understanding of the technical aspects of the work in a limited fashion that is appropriate for our art classes. We need to encourage students to write more in all art classes. We also need to stress that students use more advanced art vocabulary when writing and giving oral critiques of their work and the work of others. Each class should provide a vocabulary and reading list,that is appropriate to level of the course. This will encourage students to use more appropriate terminology in all critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
		<p>12/09/2014 - A majority of students who go through our program are able to clearly communicate creative works using design principles and elements of design. Students are able to successfully look, examine and write about two and three dimensional artworks. We continue to develop new strategies for increasing enrollment, student retention, and student success through new class offerings, instructional changes in the program and new degrees</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

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		2013-2014	