

Annual Instructional (ART) Program Review 2012-2013

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

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Basic Program Information

Department Name: ART

Program Mission(s): The mission of the Foothill College Studio Art program is to prepare students to transfer and complete a bachelor's degree in various related majors in Studio Art including painting, drawing, ceramics, photography, printmaking, graphic design and digital arts..

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

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

Students completing the art program:

- 1. will earn an Associates Art Degree in Studio Arts from Foothill College*
- 2. will be equipped with the fundamental formal two-dimensional and three-dimensional foundation level technical skills, materials, concepts, and methods.*
- 3. will gain strong awareness of cultural art traditions through the examination and critical evaluation of culturally significant works of art*

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4. *will be able to critique and analyze two and three dimensional creative projects using the current principles, theories and language of art and design*

Program Review team members:

| Name | Department | Position |
|--------------|------------|---|
| Hilary Gomes | ART | Art Instructor Chair of the Art Department |
| Linda Lum | ART | Art Instructor |
| Joe Ragey | ART | Art Instructor |
| Andy Ruble | ART | Art Instructor |

| | |
|---|---|
| Total number of Full Time Faculty: | 4 |
| Total number of Part Time Faculty: | 3 |

Existing Classified positions:

Ceramic Technician: Anthony Kitagawa

Programs* covered by this review

| Program Name | Program Type (A.S., C.A., Pathway, etc.) | Units** |
|---|--|---|
| Associate in Art in Studio Art for Transfer Degree (Submitted in Fall 2012). This degree will be active in Fall 2013. | AA | In Progress |
| Art General (2011-12) (2012-13 Name Change to Art Survey) | AA | 30 General Education 32.5 Core Courses 24 Support Courses |
| Art: Studio (2011-12) (2012-13 Name Change to Art: Art Studio Emphasis) | AA | 30 General Education 49.5 Core Courses 16 Support Courses |
| Certificate of Achievement Art: General (2011-12) | CA | 21-56.5 |

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| | | |
|---|----|----------|
| Certificate of Achievement Arts: Studio Art (2011-12) | CA | 58 Units |
| | | |
| | | |

*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. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

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Section 1. Data and Trend Analysis

Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Joe Ragey Complete this section

| Non-Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|-----------------------------|-----------|-----------|----------|
| Example: Career Certificate | N/A | N/A | N/A |
| | | | |

1.2 Department Data

| Dimension | 2010-2011 | 2011-2012 | % Change |
|--------------------------|-----------|-----------|----------|
| Enrollment | 3,534 | 3,211 | -9% |
| Productivity (Goal: 546) | 628 | 587 | -7% |
| Success | 77% | 76% | -1% |
| Full-time FTEF | 51% (4.8) | 49% (4.8) | -2% |
| Part-time FTEF | 24% (2.2) | 21% (2.0) | -1% |

Department Course Data (Attach data provided by IR or manually complete chart below)

| Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|--------------------------------|-----------|-----------|----------|
| Art Survey AA Degree | 1 | 1 | 0% |
| Arts History AA Degree | 1 | 1 | 0% |
| ART: Studio Emphasis AA Degree | 1 | 3 | 300% |
| Certificate of Achievement | 0 | 0 | 0% |

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Please provide any non-transcriptable completion data you have available.

| Non-Transcriptable Program | 2010-2011 | 2011-2012 | % Change |
|----------------------------------|-----------|-----------|----------|
| Certificate of Specialization in | 0 | 0 | 0 |
| Certificate of Specialization in | 0 | 0 | 0 |
| Certificate of Specialization in | 0 | 0 | 0 |

1.2 Art Department Data

| Dimension | 2010-2011 | 2011-2012 | % Change |
|--------------------------|-------------|-------------|----------|
| Enrollment | 3,534 | 3,211 | -9% |
| Productivity (Goal: 546) | 628 | 587 | -7% |
| Success | 2,565 (77%) | 2,339 (76%) | -1% |
| Full-time FTEF | 51% | 49% | -4% |
| Part-time FTEF | 24% | 21% | 26% |
| Full-time Staff | 4.8 | 4.8 | -4% |
| Part-time Staff | 2.2 | 2.0 | -9% |

1.2 Art Distance Learning Department Data

| Dimension | 2010-2011 | 2011-2012 | % Change |
|--------------------------|-------------|-------------|----------|
| Enrollment | 1,276 | 1,211 | -5% |
| Productivity (Goal: 546) | 696 | 684 | -2% |
| Success | TOTAL - 3.1 | Total _ 3.3 | 8% |

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|------------------------|-----|-----|-----|
| Full-time FTEF | 1.7 | 1.8 | 7% |
| Part-time FTEF | 0.0 | 0.0 | 0% |
| Full-time Staff | 3.1 | 3.3 | 0.1 |
| Part-time Staff | .0* | .0* | .0* |

(The Art Department does not currently have any PT instructors teaching online)

Department Course Data (Hilary Complete this Section)

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

| | 2010-2011 | | | 2011-2012 | | |
|--|------------------|--------------|----------------|------------------|-------------|----------------|
| Course | Enroll. | Prod. | Success | Enroll | Prod | Success |
| ARTF001 Introduction to Art | 500 | 751 | 66% | 523 | 785 | 67 % |
| ARTF002A History of Art: History of Western Art from Prehistory through Early Christianity | 127 | 1,049 | 67% | 127 | 884 | 70% |

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|--|-----|------------|-----|-----------|--------------|-----|
| ARTF002B History of Western Art from the Middle Ages to the Renaissance | 205 | 846 | 75% | 205 | 847 | 72% |
| ARTF002C History of Western Art from the Baroque to Post-Impressionism | 56 | 925 | 66% | 51 | 842 | 81% |
| ARTF002E A History of Women in Art | 46 | 760 | 68% | 87 | 718 | 58% |
| ARTF003 Modern Art & Contemporary Thought | 53 | 875 | 74% | 48 | 1,009 | 75% |
| ARTF004A | 384 | 532 | 80% | 378 | 487 | 73% |
| ARTF004B | 132 | 396 | 80% | 126 | 379 | 84% |
| ARTF004C | 48 | #INF | 89 | 38 | #INF | 77% |
| ARTF004D | N/A | N/A | N/A | 26 | 468 | 96% |
| ARTF004E | 29 | 523 | 68% | 42 | 378 | 73% |

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|--|-----|------|-----|-----|------|------|
| ARTF005A Basic Two Dimensional Design | 155 | 559 | 76% | 133 | 479 | 79% |
| ARTF005B Three Dimensional Design | 27 | 486 | 74% | 15 | 270 | 79% |
| ARTF006 Collage and Composition | 62 | 559 | 67% | 60 | 441 | 59% |
| ARTF012 Introduction to Asian Art | 25 | 413 | 82% | | | |
| ARTF014. American Art | 53 | 438 | 58% | 42 | 694 | 56% |
| ARTF019A Painting I | 58 | 520 | 89% | 73 | 365 | 81% |
| ARTF019B Painting II | 17 | #INF | 94% | 19 | #INF | 95% |
| ARTF019C Painting III | 12 | #INF | 83% | 10 | #INF | 70% |
| ARTF019L Painting Lab (Deactivated Course) | 1 | #INF | | | | |
| ARTF020A Color I | 116 | 523 | 76% | 95 | 428 | 69% |
| ARTF020B Color II | 31 | 559 | 77% | 17 | #INF | 100% |
| ARTF02AH | 48 | 793 | 94% | | | |

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|--|------------|------------|------------|------------|------------|------------|
| ARTF02BH | | | | 38 | 628 | 87% |
| ARTF035X Honors in Art | 95 | #INF | 97% | 85 | #INF | 95% |
| ARTF036 History of Graphic Design | 15 | #INF | 36% | 7 | #INF | 37% |
| ARTF045A | 141 | 420 | 83% | 166 | 425 | 83% |
| ARTF045B | 151 | 455 | 91% | 167 | 419 | 82% |
| ARTF045C | 57 | #INF | 87% | 29 | #INF | 93% |
| ARTF045F | | | | 22 | #INF | 91% |
| ARTF045L | 31 | #INF | 77% | 2 | #INF | 55% |
| ARTF046B | 42 | 252 | 88% | 39 | 234 | 97% |
| ARTF047 | 57 | 514 | 74% | 58 | 523 | 83% |
| ARTF04AS (Deactivate d Course) | 59 | 372 | 75% | 49 | 434 | 76% |
| ARTF04AT (Deactivate d Course) | 24 | 214 | 95% | 25 | 221 | 100% |
| ARTF04AX (Deactivate d Course) | 151 | 458 | 73% | | | |

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|-------------------------------------|----|------|------|----|------|------|
| F04BS (Deactivated Course) | 14 | #INF | 86% | 8 | #INF | 75% |
| F04BT (Deactivated Course) | 12 | #INF | 100% | 6 | #INF | 83% |
| F04CS (Deactivated Course) | 11 | #INF | 100% | 1 | #INF | 100% |
| F04CT (Deactivated Course) | 11 | #INF | 100% | 1 | #INF | 100% |
| F04DS (Deactivated Course) | 20 | 357 | 84% | | | |
| F04DT (Deactivated Course) | 10 | #INF | 100% | | | |
| F04ES (Deactivated Course) | 11 | #INF | 91% | | | |
| F04ET (Deactivated Course) | 11 | #INF | 100% | | | |
| F056 (Digital Arts and Graphics) | | | | 5 | #INF | 80% |
| F05AX (Deactivated Course) | 56 | #INF | 81% | | | |
| F069 Print Arts I | | | | 13 | #INF | 71% |

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| | | | | | | |
|--|----|------------|-----|----|------------|------|
| F072 Studio Art Portfolio Preparation | 12 | #INF | 55% | 14 | #INF | 82% |
| F086 Painting with the Computer | 42 | 944 | 75% | 76 | 685 | 76% |
| F096 Book Arts | | | | 4 | #INF | 75% |
| F19AS Painting I (Deactivated Course) | 53 | 158 | 94% | 50 | 176 | 91% |
| F19AT Painting I (Deactivated Course) | 28 | #INF | 82% | 39 | 687 | 94% |
| F19BS Painting II (Deactivated Course) | 20 | #INF | 89% | 11 | #INF | 10% |
| F19BT Painting II (Deactivated Course) | 14 | #INF | 85% | 24 | #INF | 100% |
| F19CS Painting III (Deactivated Course) | 20 | #INF | 88% | 11 | #INF | 90% |
| F19CT Painting III (Deactivated Course) | 14 | #INF | 93% | 13 | #INF | 100% |

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|--|----|------|-----|----|------|-----|
| F45AL Ceramic Lab | 79 | #INF | 77% | 81 | #INF | 70% |
| F45AX Ceramic Critique Seminar | 21 | 318 | 85% | | | |
| F45BL Ceramic Lab | 41 | #INF | 74% | 51 | #INF | 71% |
| ARTF45CL Advanced Ceramic Lab | 20 | #INF | 65% | 10 | #INF | 90% |
| ARTF45LX Ceramic Critique Seminar | 11 | #INF | 64% | | | |

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators. Completion Rates

1. Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.

The Studio Art or Art: Art Studio Emphasis AA degree has increased from 1 (2010-11) to 3 degrees in (2011-12).

Enrollment trends over the last two years in the art department is holding steady in the following courses.

Art History Course (Steady Enrollment)

- Art F002A History of Art: History of Western Art from Prehistory through Early Christianity (2010-11) **127** (2011-12) **127**
- Art F002B History of Western Art from the Middle Ages to the Renaissance (2010-11) **848** (2011-12) **847**

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Studio Art Courses (Steady Enrollment)

| | | |
|--------------------------------------|-----------------------|----------------------|
| ● <u>ART 4A Drawing I,</u> | (2010-11) 384, | (2011-12) 378 |
| ● <u>ART 6 Color and Composition</u> | (2010-11) 62 | (2011-12) |
| 60 | | |
| ● <u>Art 47 Watercolor</u> | (2010-11) 57 | (2011-12) |
| 58 | | |

Enrollment trends over the last two years in the art department have noticeable increased enrollment.

Art History Course (Increased Enrollment)

| | | |
|---|-----------------------|-----------------------|
| ● <u>Art F003 Modern Art & Contemporary Thought</u> | (2010-11) 875 | (2011-12) 1009 |
| ● <u>Art F001 Introduction to Art</u> | (2010-11) 500 | (2011-12) |
| 523 | | |

Studio Art Course (Increased Enrollment)

| | | |
|--|-----------------------|---------------------|
| ● <u>Art 4D Figure Drawing</u> | (2010-11) 0 | (2011-12) 26 |
| ● <u>Art 4E Portrait Drawing</u> | (2010-11) 29 | (2011-12) 42 |
| ● <u>ART 19A Painting I</u> | (2010-11) 58 | (2011-12) |
| 73 | | |
| ● <u>Art 45A Beginning Hand-building</u> | (2010-11) 141 | (2011-12) |
| 166 | | |
| ● <u>Art 45B Beginning Potter's Wheel</u> | (2010-11) 151 | (2011-12) |
| 167 | | |
| ● <u>Art 72 Studio Art Portfolio Preparation</u> | (2010-11) 12 | (2011-12) 14 |
| ● <u>Art 86 Painting with the Computer</u> | (2010-11) 42 | (2011-12) |
| 76 | | |

Cross-listed Courses (Increased Enrollment)

| | | |
|---|-------------|-------------|
| ● <u>F056 Digital Arts and Graphics</u> | (2010-11) 0 | (2011-12) 5 |
| ● <u>F069 Print Arts I</u> | (2010-11) 0 | (2011-12) |
| 13 | | |

Enrollment trends over the last two years in the art department have noticeable increased enrollment

Art History Courses (Decreased Enrollment)

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- Art 2C History of Western Art from the Baroque to Post-Impressionism (2010-11) **925** (2011-12) **825**
- Art 2E A History of Women in Art (2010-11) **760** (2011-12) **718**

Studio Art Courses (Decreased Enrollment)

- Art 4B Drawing II (2010-11) **132** (2011-12) **126**
- ART 5A Basic Two Dimensional Design (2010-11) **155** (2011-12) **138**
- Art 5B Three Dimensional Design (2010-11) **27** (2011-12) **15**
- Art 20A Color I (2010-11) **116** (2011-12) **95**
- ART 20B Color II (2010-11) **31** (2011-12) **17**
- Art 45C Advanced Ceramics (2010-11) **57** (2011-12) **29**

Cross-Listed Courses (Decreased Enrollment)

- Art 36 History of Graphic Design (2010-11) **15** (2011-12) **7**

AA, AS, AA-T, AS-T, Certificates of Achievement

Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

Productivity:

2. Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

We have met our goal of 546 in all of our GE courses. All of the art history and the Drawing I courses are GE in the humanities for the CSUS. We have met our productivity goals in these areas.

Course Offerings:

3. Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?

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In Fall 2013 there will be pre-requisites added to the Painting series of classes. Students will need to have taken Drawing I before taking Painting I. The Drawing II and III classes have the frequency of cancellation due to low enrollment. As a department we may consider to not offer as many sections of Drawing II and III throughout the year. Offering one time a year may solve this issue. The Drawing II transfers to the CSUS. The Drawing III does not transfer.

4. Please comment on the data from any online course offerings.

Our online course enrollment and productivity is steady. In 2010-11 we had a productivity mark of 696 and in 2011-12 we had a productivity of 684. We are above the college's mark for productivity in online course offerings. We will continue to offer online course offerings in our core foundation level courses- Drawing I, Two Dimensional Design, Color as well as the Art History Courses.

5. Curriculum and Student Learning Outcomes (SLOs)

We have four goals for our program and also our Studio Art transfer degree. Our goals align with our college program SLOs and our CSU transfer degree. Our course outlines align with the program SLOs.

Students completing the art program:

- 1. will earn an Associates Art Degree in Studio Arts from Foothill College*
- 2. will be equipped with the fundamental formal two-dimensional and three-dimensional foundation level technical skills, materials, concepts, and methods.*
- 3. will gain strong awareness of cultural art traditions through the examination and critical evaluation of culturally significant works of art*
- 4. will be able to critique and analyze two and three dimensional creative projects using the current principles, theories and language of art and design*

6. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

The last three years prerequisites, co-requisites and advisories were taken out of the Course Outline of Records. Life-long learners and transfer students were taking the same courses. At this point, Life-long learning is not a core mission of the community colleges. We are now discussing adding prerequisites, co-requisites and advisories to some of our upper level courses. Our core foundation classes (Art 4A, Art 5A, Art 5B and Art 20A) will

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not have any prerequisites, co-requisites and advisories. Students need these courses to transfer into CSUs and art schools.

7. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

We need to consider increasing our enrollment for the three dimensional design course. We must focus our course offerings on the core foundation level courses - Drawing I, Color I, Two Dimensional Design and also Three Dimensional Design. At this point we offer Three Dimensional Design one time a year. We also do not have any prerequisites for Three Dimensional Design for the ceramic courses. As a department if we make it a point to focus more on the foundation transferable courses and less on the life long learning courses we will modify our curriculum.

8. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

One of the college mission's is transfer. As a department our main goal is to have our students transfer into high education, CSUS, UCS and also art schools. We have four goals for our program and also our Studio Art transfer degree. Our goals align with our college program SLOS and our CSU transfer degree. Our course outlines align with the program SLOS.

Students completing the art program:

- 1. will earn an Associates Art Degree in Studio Arts from Foothill College*
- 2. will be equipped with the fundamental formal two-dimensional and three-dimensional foundation level technical skills, materials, concepts, and methods.*
- 3. will gain strong awareness of cultural art traditions through the examination and critical evaluation of culturally significant works of art*
- 4. will be able to critique and analyze two and three dimensional creative projects using the current principles, theories and language of art and design*

9. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

We discuss any changes to CORs in monthly art department meetings. One goal we have for this year is to meet quarterly to share student portfolio work from the Drawing I Art 4A course. This courses is one of the highest enrolled courses in Studio Art. As a department we plan to share SLOS and CORs during this meeting.

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10 . Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

We offer core transferable courses to the CSUS. Our foundation program and art history classes meet basic skills in our college.

11. Please discuss current outcomes or initiatives related to this core mission.

Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php> Please discuss current outcomes or initiatives related to this core mission.

Our core mission is transfer in the Art Department. Our core foundation courses Drawing I, Basic Two-Dimensional Design, Three Dimensional Design, Color and Art History Courses transfer to the CSUS. We submitted the Associates in Art for Transfer in Studio Art in Fall 2012 to align our mission to transfer. We want our students to leave our college with the basic skills to transfer to higher institutions.

12. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php> Please discuss current outcomes or initiatives related to this core mission. Please attach minutes from your advisory board meeting(s).

Our core mission is not workforce.

Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>

13. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

African American, Latino and Native American students were more successful in 2011-2012. Asian and White students were steady in success rates. There was a decline in

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success rates for Filipino, Pacific Amerericans and Decline to State students in the art department.

| Success Rates by Ethnicity | 2010-2011 | 2011-2012 |
|----------------------------|-----------|-----------|
| African American | 50% | 52% |
| Asian | 81% | 80% |
| Decline to State | 84% | 79% |
| Filipino | 77% | 73% |
| Latino/a | 65% | 68% |
| Native American | 62% | 68% |
| Pacific American | 71% | 53% |
| White | 81% | 81% |

Section 2. Learning Outcomes Assessment Summary (Joe Complete this section)

2.1. Attach 2011-2012 Program Level – 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 TRACDAT files

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2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Please see attached TRACDAT files

Section 2 Continued: SLO Assessment and Reflection (Joe Complete this Section)

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

Most courses met and exceeded expectations during 2011-2012 academic year. The Art Department has redevelop multiple courses to align with transfer degrees and to align with courses at 4 year California colleges and universities.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Continual improvement in the content and material in each course attracts students. Online offerings find a new voice for the Art Department with mulitple courses gaining enrollment in Drawing, 2D Design and Painting. Hybrid courses tended to see no improvment, with students enrollment strong in either full online or full classroom courses.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CI-SLO's strongly reflect the knowledge, skills, and abilities students need to succeed in the Studio Art program. The data suggests that the courses are well designed to develop student success within the studio art program of courses.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Several courses have been improved to include more historical content, adding to the development of student knowledge. The programs goals have been assessed and courses have been redesigned to include specific changes to COR, that allow course to transfer more easily within new State guidelines for transfer degrees. We have also developed a new more rigorous 4A Drawing I course that has been accepted as GE for transfer. We are also in the process of rewriting and renaming several courses to reflect course names acceptable to the new "families" requirement across campuses required by the new

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State mandate for Fine Art's courses.

5. If your program has other outcomes assessments at the course level, comment on the findings.

N/A.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

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 view, examine and write about two and three dimensional artworks.

Result: Target Met

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The data for this information indicates that the number of Studio Art AA degrees has tripled from 1 to 3 in the past year. Although not a large number, please note that it represents a 300% increase. The main objective of the changes made to Studio Art courses and degree is to improve student the ease of transfer to other colleges by aligning courses with transfer colleges.. It is also expected that the new transfer degree will encourage students to obtain AA degrees that will more easily transfer. We are working actively by revising our course offerings, and with counselors and students to ensure they can meet their transfer goals.

3. If your program has other outcomes assessments at the program level, comment on the findings.

N/A

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Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|--|-------------------|---|--|
| 1. Create a new studio art AA degree that articulates to the CSU | short term goal | Action Taken In Fall 2012 the Associates Arts Degree for transfer in Studio Art for was submitted in Fall 2012 | Waiting for the degree to be active in 2013-14 |
| 2 Create and publish a "One-year class schedule" | short term goal | Action Taken | Complete |
| 3. Publish a quarter-by-quarter, two-year "Student AA Degree Planning Guide" | short term goal | Action Taken | In Progress |
| 4. Review faculty schedules in both ART and GID and college wide block schedules | short term goal | Action Taken | We plan to only make a one year ART schedule without GID. GID is a separate program and department from ART> |

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| 5. Close Captioning for all online video content on online classes. | long term goal | Action Taken: The video content for the following online courses (art 4a, art 5a, art 4e) are now close captioned. The art instructor received the state funded DECT grant for close captioning in Fall 2012. | Instructors have the opportunity to use CCC confer to have live online lectures close captioned in real time. |
| 6. Plan and implement use of social media (blog, facebook) | short term goal | Action Taken. | We plan to not use Facebook and social media in the Art Department. Facebook may have privacy issues. |
| 7. Publish art exhibitions on campus and online including student & faculty exhibitions | short term goal | Action Not Taken | In progress |
| 8. Hold CCC confer meetings for online instructors in all art department meetings | short term goal | Action Taken | We may no longer use CCC confer because of technical problems. We have found that in-person monthly meetings have helped bridge communication within our department. |

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

| Goal | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives | Action Steps |
|------|----------------------------|--|--------------|
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|---|-------------------|--|--------------------|
| <p>1. Aligning our course outlines and families with De Anza</p> | <p>short-term</p> | <p>The key college initiative is “transfer”. We are working to make the process of transfer clear for students. Students take art classes in both De Anza and Foothill College. Having clear titles, course content and groupings of courses will help a student move through a pathway of our courses.</p> | <p>In Progress</p> |
| <p>2. Submitting the narrative and TMC template for the Associate in Art in Studio Art for Transfer Degree</p> | <p>Short-term</p> | <p>The Key college initiative is “transfer”. We want our students to get AA degrees and transfer to higher education in CSUS in majors in Studio Arts.</p> <p>We submitted a TMC template and narrative in studio art in Fall 2012 in hopes to have a transfer degree in Fall 2013. The goal is to have a clear pathway of required and supporting courses for the student to transfer to a CSU as a Junior.</p> | <p>In Progress</p> |

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| <p>3. Holding a quarterly meeting to review course work from all Drawing I course work, the COR, GE and the SLOS.</p> | <p>long-term</p> | <p>The Key college initiative is SLOS.</p> <p>Our Drawing I course is now qualified as a GE for the Humanities for the CSUS. It is crucial we teach to the course outline. As a department we offer 4 sections a quarter of Drawing I. There are 4 different instructors who teach this course. We will need to meet together to share portfolio work from this course to give a more accurate review for our SLOS. We plan to align our course content, course delivery, textbooks, materials and projects. In addition the review process will discuss how aligned we are with the course outline of record. We will discuss how we are integrating art historical lectures on Drawing and also drawing from observation.</p> | <p>In Progress</p> |
|--|------------------|---|--------------------|

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| <p>4. Reviewing and implementing supervision and safety regulations with both students and faculty.</p> | <p>short-term</p> | <p>The Key college initiative is safety regulations.</p> <p>As a group of instructions we will review college safety regulations for using equipment in all art rooms. We will review the regulations of supervision when using printing presses, ceramic potter's wheels and HAZ MAT oil painting materials. We will also review the procedures for submitting reports to division deans.</p> | <p>In Progress</p> |
| <p>5. Create a Certificate for Vocational Digital "Illustration" in the Art Survey AA degree at Foothill College</p> | <p>short-term</p> | <p>The Key college initiative is "Vocation"</p> <p>Students taking a group of both Art and GID courses would be able to create an illustration portfolio for an illustration certificate. After collaborating on the course families in Fall 2012 as a department we created a goal to create a certificate in illustration.</p> | <p>In Progress</p> |

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| 6. Review the Art Survey AA degree | short-term | <p>The Key college initiative is “transfer”</p> <p>The Art: Studio Art Emphasis degree is directed to students who want to transfer.</p> <p>As a department we need to review the core courses in the Art Survey AA degree. the mission of the college is no longer life long learning. We need to review the purpose and direction of the Art Survey AA degree.</p> | In Progress |
|---|------------|--|-------------|

Section 4: Program Resources and Support (Joe Ragey and Linda Lum Complete this Section)

4.1 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 | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------|-----------|---|
| | | |
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| | | |

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

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------|-----------|---|
| | | |
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One-time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-------------|-----------|---|
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Ongoing B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|--|--|---|
| Model Fund adequate to support 1 full Figure Drawing course (Art 4D) once a year on the Foothill College Campus | \$ 1650 The class meets twice a week for 11 weeks. The cost of a model for 3 hours is 75 dollars. | <u>Purpose:</u> Students draw from live models to gain technical drawing and painting skills. <u>Rationale:</u> Figure drawing is one of the supporting courses in CSU Associate Degree in Art for transfer in Studio Art Degree and it is a supporting course in our Foothill College AA degree: ART Studio Emphasis and Art Survey |
| Library Student Art Exhibition Display boards and materials | \$100 | <u>Purpose:</u> to display student art work in three library art exhibitions in during the Winter and Spring quarter <u>Rationale:</u> Student art exhibitions support one of our PLOS. |
| Ceramic budget | \$3350 | Ongoing maintenance of our ceramics facilities including wheels, kilns, and miscellaneous ceramic supplies. |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|---|-----------|---|
| Online Verbal Critique Software (one Voicethread Subscriptions (\$100 dollars higher education account) & 2 Screencast Jing subscriptions \$10 monthly per subscription= \$240 | \$340 | <u>Purpose:</u> Voicethread and Jing Software are used to hold verbal asynchronous critiques in our online art. <u>Rationale:</u> Verbal software allows for differently-abled students full access to online classes. |
| Easel Parts and Repairs | \$ 500 | Purpose: Easels are the equipment in our Drawing I, Drawing II, Drawing III and Painting classes. Our equipment is broken and need to be fixed so students will be able to use safe equipment. |

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

1. Transfer Degree

In the previous program review (2010-11) we had concerns if our art foundation courses were transferable to CSUS. Since the last program review we have submitted the CSU Associates in Arts for Transfer in Studio Arts. This transfer degree is in process of review and will be active in Fall 2013. This AA degree would allow students admissions into a Studio Art Major as a Junior in a CSU.

Historically the transfer acceptability of our classes has been stable, thus we have depended on the articulation officer to inform us if we need to make changes, and we listen to colleges that contact us. A major function of our department is to transfer students to four-year programs our classes parallel those offered at same, and we are continually on the look out to notice changes in offerings as we see them in local and more distant college catalogs. In 2010-11 our department made this a critical issues regarding GE/CSU transfer acceptability with some of our core foundation art classes. This change may effect our class enrollment and productivity.

2. Lighting System and Digital Projection System

In the 2010-11 program review we requested a lighting and projector system in rooms 1601 and 1602. This project will be installed in 2013 in rooms 1601 and 1602. The projection systems are critical to proper instruction now that the college no longer uses antiquated slide projection equipment. There is no proper computer or computer station in either 1601, 1602. Lecture hours added to our classes, being able to easily access art imagery during lectures is a must. These projectors have been requested for over 10 years and are critical to art classes that use imagery as a basis for instruction. This request was suppose to be part of the 2001-2002 measure C funding for the art department. Our classes are three hour lecture and 3 hour lab. The updated lighting systems, and projection systems are scheduled to be installed at the end of summer quarter, 2013, and ready for use before fall quarter, 2013.

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5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

In Fall 2012, we have aligned our courses, 4B, 4C, 4D Art 19A, Art 19B, Art 19C, Art 19D, Art 19E and Art 19F) with De Anza college and have created a series of course “families”. Placing courses in art families may effect our class enrollment and productivity. We have aligned our course outline of records with De Anza College and with the State. As a major function of our department is to transfer students to four-year programs our classes parallel those offered at same, and we are continually on the look out to notice changes in offerings as we see them in local and more distant college catalogs.

The Foothill Art Department embraces the State Chancellor’s goal of working to improve the number of transfer students, AA degrees and official certificates that we award each year. Given the recent shift away from Life Long Learning, we are now focused on high school student matriculation to increase our enrollment. We are concerned that we do not have the proper training, background, advertising materials, online and hardcopy brochures and other visual support to attract new local students to Foothill College’s art program. We are seeking additional support to advertise and market our program effectively to the local high schools in our targeted demographic area with the intention of attracting students seeking an approved AA transfer degree in Art. In order to keep our program viable for local students and to increase enrollment, we see the need for a concerted effort in marketing using web services, social media and hard copy direct advertising. This effort needs to be developed with advice and assistance from administration, counseling and the marketing.department. We need to begin a formal discussion within the department, and with the advice of the Administration to develop the best methods to attract and retain new art students to Foothill College Art Department.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

1. *Monthly meetings on campus has continued to happen to meet faculty, program, and curriculum goals throughout the school year. Having monthly meetings has improved communication and decision making in our department.*
2. *Creating course families has created a positive discussion with De Anza College and Foothill College. We have improved communication and shared goals for our foundation course offerings with De Anza College. Several foundation level courses (Drawing I and Three Dimensional Design) have been improved to include more historical content, adding to the development of student knowledge. The programs goals have been assessed and courses have been redesigned to include specific changes to COR, that*

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allow course to transfer more easily within new State guidelines for transfer degrees. We have also developed a new more rigorous 4A Drawing I course that has been accepted as GE for transfer. We are also in the process of rewriting and renaming several courses to reflect course names acceptable to the new “families” requirement across campuses required by the new State mandate for Fine Art’s courses.

3. We have steady enrollment and high productivity in the Art History and foundation level studio art courses.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course 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

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

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

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|--|
| Active | | <p>surrealist or impressionistic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>10/17/2011 - In the academic year 2010-2011 painting II students made copies of great works of paintings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students are now understanding how to make different styles and applications of paint by making a painted study or copy from a traditional or contemporary great work of art.</p> <p>Students use a portion of class time to copy from a painting. They have learned a range of techniques from palette knife, impasto, glaze application, scumbling or mix media.</p> | <p>10/17/2011 - In the academic year 2011-2012 paintings students will continue to make studies and copies of great works of paintings. The student is now asked to research, examine and discuss great works of paintings. The student now has a better understanding of the breath of painting from doing the academic research.</p> <hr/> |
| <p>Department - Art (ART) - ART 19B - PAINTING II - Color Theory - A successful student will be able to paint different subject matter using color theory. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</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: Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.</p> | | |
| <p>Department - Art (ART) - ART 19C - PAINTING III - Theme - A successful student will be able to create a series of paintings</p> | <p>Assessment Method: Evaluate use of a theme that express a</p> | <p>08/27/2012 - Students are now understanding how to incorporate different subject matters in a</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|-------------------------|
| <p>that express a personal point of view, a theme and personal content.</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>personal point of view and personal content in a series of painting exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrated correct use of personal themes, subject matter or content in a personal series of painting.</p> | <p>painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | |
| <p>Department - Art (ART) - ART 19C - PAINTING III - Color Theory - A successful student will be able to paint a theme using color theory. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 10/15/2011</p> <p>End Date: 08/31/2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students will have a midterm and final portfolio review.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.</p> | | |
| <p>Department - Art (ART) - ART 20A - COLOR I - 1 - Technical - A successful student shall recognize the components of color, hue, value, chroma, and identify appropriate usage, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage, learn how to handle image under different circumstances in all art classes, and these tools are taught by demonstration and display work in a professional manner through mounting, matting or other methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> | <p>Assessment Method: Evaluate technical expertise in the mixing, judging, & application & neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% success in finding correct color and applying it without streaks by week 11.</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|--|
| Course-Level SLO Status: Active | Department - Art (ART) - ART 20A - COLOR I - 2 - Principles - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads, dyads, tetrads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART)) | 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. Assessment Method Type: Portfolio Review | 12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. |
| Assessment Cycles: 2011-2012 Start Date: 12/01/2011 End Date: 12/16/2011 Course-Level SLO Status: Active | 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. Target: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology. | Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Some hand-outs may need revision to give more clear instruction. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment. | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|--|
| <p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/19/2011</p> <p>End Date: 12/12/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p> | <p>09/10/2012 - Student exam results improved over 2010/2011. The average grades on the midterms improved to a B- (56/70). Students stated that they liked the way the review sheets allowed them to concentrate on important facts and also facilitate their mastery of the themes covered in each unit.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p> <p>This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Communication/Global Consciousness and responsibility core competencies because it requires students to be able to identify, contextualize (time, place, religion, politics, etc.) the cultures we study.</p> | <p>09/10/2012 - I intend to use the same review sheets for 2012/2013 and add more contextual information, but keep the clearly defined 'facts' that the students need to master for each exam.</p> |
| <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</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</p> | <p>09/10/2012 - #2 This SLO featured on both the second midterm exam and was also an optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian</p> | <p>09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|--|
| <p>specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/19/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p> | <p>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: 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>culture and the development of Egyptian visual culture (art). The average grade was 12.5/16. The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.</p> | |
| <p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p> | <p>Assessment Method: This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16</p> | <p>09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection:</p> | <p>09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | or better on the essay. | This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement. | |
| <p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2</p> <p>- Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</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: 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>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an</p> | <p>09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question.</p> <p>1. How was art a weapon in the hands of the Counter-Reformation Popes?</p> <p>Eight students opted to answer this question on the first exam and all scored 12/16 or higher. Three students addressed this question on their term papers and only one received a score of 60/70 or higher. The reason did not relate to the handling of the subject matter, but had more to do with the quality of the sources, research techniques, and preparation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> | <p>09/12/2012 - I feel the problems in the essay-writing will be addressed by a required essay-writing lab/seminar which will be introduced to all my classes this year (2012/2013).</p> <p>The SLO is supported by the lecture content and text as well as the lab discussion sessions and ancillary readings.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p> | | |
| <p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN</p> <p>ART - 1 - Identify and Analyze - A successful student will be able to identify and analyze within their socio-historical contexts a variety of art objects and related traditions from Africa (e.g., Nigeria, Ghana, Mali, etc.), Oceania (e.g., New Guinea, Hawaii, Rapa Nui, etc.) and Native North America (e.g., Pueblo, Inuit, Northwest Coast, etc.)</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN</p> <p>ART - 2 - Ethnic/Cultural Heritage - A successful student will be able to evaluate and examine the role of ethnic/cultural</p> | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>heritage in your own life and in contemporary American society as a whole, based on an understanding of African, Oceanic, and Native American traditions (such as personal adornment, ancestor commemoration, etc.) discussed in Art 2D. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 1 - Evaluate and Discuss - A successful student will be able to utilize a chronological and thematic approach, evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/04/2012</p> <p>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: 80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.</p> | <p>09/04/2012 - Over 80% of students participated in discussions by posting responses to lesson questions and replies to other student postings on a weekly basis.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: Participation in online discussions is critical in promoting understanding of the history of women in art. These discussions also create class cohesion and ongoing dialogue about the material covered in text and lessons.</p> |
| <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>Assessment Cycles: 2011-2012</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: 75-80% of students will receive a grade of 8 or higher on a 10 point scale.</p> | <p>09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: I will continue using weekly essay assignments as a means to evaluate</p> | <p>09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Start Date: 09/01/2012 | | student learning as the assignments have been successful thus far. | |
| Course-Level SLO Status: Active | | | |
| Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART)) | Assessment Method: This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures. | 1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important. | |
| Assessment Cycles: 2010-2011 2011-2012 2012-2013 | | Assessment Method Type: Exam - Course Test/Quiz Target: 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. | |
| 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)) | Assessment Method: The assignment directions for the Art 12 paper require 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. | | |
| Assessment Cycles: 2010-2011 2011-2012 | | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>2012-2013</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Research Paper</p> <p>Target: Students must earn a 4/5 or better as per the paper assignment rubric.</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>Assessment Cycles: 2011-2012</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: 80% of students will receive a score of 8 or higher on the 10 point scale.</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 Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</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: 80% of students will receive a grade of 8 or higher on the 10 point scale.</p> | <p>09/04/2012 - 82% of students earned a score of 8 or higher in weekly essays based on American art, using a social history of art as method of analysis. These essays were important in gaining an understanding of styles and movements in American art.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: Use of social history as a method for understanding the diverse arts (as well as</p> | <p>09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.</p> <hr/> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Active | | styles and movements of art) produced in America is important in the development of critical thinking and other skills. | |
| 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>Assessment Method: The student will present his or her concept for review by the instructor.</p> <p>Assessment Method Type: Presentation/Performance</p> | | |
| <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Method: The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | | | |
| Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 3 - Create - A successful student will be able to create sculpture from a visual reference, and from their imagination. (Created By Department - Art (ART)) | <p>Assessment Method: Students will present finished product to instructor for final assessment.</p> <p>Assessment Method Type: Observation/Critique</p> | | |
| <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | | | |
| Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - | <p>Assessment Method: The instructor will evaluate works in</p> | 09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic | |

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

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> | <p>Assessment Method: Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p> | <p>09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More in class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: Learning the principals of designs is an important in an important part of learning computation and processing skills.</p> | |
| <p>Course-Level SLO Status: Active</p> | | | |
| <p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety historical and contemporary glazing and finishing methods will be explored throughout the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p> | <p>09/20/2012 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of designs is an important part of learning computation and processing skills.</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 form, line quality, function, craftsmanship, and glaze</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>09/20/2012 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| application. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | | skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills. | |
| Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques. Assessment Method Type: Observation/Critique | 09/20/2012 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills. | |
| Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques. Assessment Method Type: Observation/Critique | 09/20/2012 - 90% of students enrolled in Art 45C were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills. | |
| Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate | Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to | 09/20/2012 - 85% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>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>bisqueware, there is often a 15% failure rate even for an advanced student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p> | |
| <p>Department - Art (ART) - ART 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>Assessment Cycles: 2011-2012</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>09/20/2012 - 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: 2011-2012</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 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 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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</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>09/20/2012 - 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: 2011-2012</p> | |

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

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>wash and glaze techniques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | <p>10/23/2011 - Add additional exercises to include specific glaze and wash techniques for all students that can be viewed by instructors during lab</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>Assessment Cycles: 2011-2012</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: 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>10/23/2011 - Basic compositions in Watercolor require a greater understanding of overall 2D design principals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | <p>10/23/2011 - Add additional composition modules to overall lesson plan</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>Assessment Cycles: 2011-2012</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</p> <p>Target: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise</p> | <p>09/20/2012 - 80% of students were able to create tonal values in a charcoal drawing exercises. 80% of students passed the class with a C or better.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for lights.</p> <p>GE/IL-SLO Reflection: Students need better light bulbs and lighting to create chiaroscuro drawing.</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</p> | <p>Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method Type: Observation/Critique</p> <p>Target: 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: demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p> | <p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | <p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p> |
| <p>Department - Art (ART) - ART 4B - DRAWING II - Color Drawing - A successful student will be able to observe, identify and apply color theory in a representational pastel still life drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> | <p>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: Demonstrated correct use of tints, tones,</p> | <p>09/19/2012 - Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.</p> <p>Result: Target Met</p> | <p>09/20/2012 - Critique work at the 25% stage, 50% stage, 75% stage and at the 100% stage.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>Course-Level SLO Status: Active</p> | <p>shades and color schemes in a pastel drawing exercise.</p> | <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.</p> | |
| <p>Department - Art (ART) - ART 4B - DRAWING II - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Target: 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> | <p>09/19/2012 - Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings.</p> | <p>09/20/2012 - Plan to have all student show thumbnail sketches in the start of the pastel drawing. Students must explain composition choices at the class critique.</p> |
| | <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: Demonstrated correct use of reasoned judgments based on color theory, aesthetic</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>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>Department - Art (ART) - ART 4C - DRAWING III - Theme - A successful student will be able to create a series of drawings that express a personal point of view, a theme and personal content. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 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 - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in class critiques.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in a class critiques</p> <p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in great works of contemporary drawings</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Demonstrated correct use of reasoned</p> | <p>10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.</p> <p>In the Academic year 2011-2012 students are now _____</p> | <p>08/27/2012 - Student have improved finding a personal point of view in their pastel drawings. I have students participate in weekly class critiques and self critiques. Students also write personal reflections each week.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | <p>judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in great works of drawings.</p> | <p>asked to leave 5-10 comments to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> | <p>10/17/2011 - The instructor will review the class critiques at the end of the academic year 2012. The instructor plans to increase the amount of participation requirements in this class. The instructor will also add more advanced level book reading to encourage students to learn how to participate in class critique.</p> |
| <p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Figure Proportion - A successful student will be able to measure the correct proportion in a figure drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p> | <p>09/20/2012 - The portfolio reflects stronger skills in human proportion and sighting.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for figure modeling to students. We need a Figure Drawing intermediate and advanced level class.</p> <p>GE/IL-SLO Reflection: Mastering skills in human proportion, sighting skills, gesture drawing and hand-eye coordination and anatomy improves student success in drawing. Students need on going practice to learn these skills.</p> <p>Students need more intermediate level classes to build skills to advance in the arts.</p> | <p>09/20/2012 - Continue to have student work with observational drawing skills such as sighting, measuring and using a viewfinder.</p> |
| <p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Portfolio - A successful student will be able to sort and select drawings based on gesture, proportion, composition and degree of finish in a portfolio. (Created By Department - Art (ART))</p> | <p>Assessment Method: Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Demonstrate use of line, gesture,</p> | <p>09/20/2012 - The figure drawing class was offered once during the academic year last year in the Winter quarter. In the following year we will offer the drawing class once in the Fall quarter.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred:</p> | <p>09/20/2012 - . Reserve B-budget funds to offer one figure drawing class once a year.</p> |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Assessment Cycles: 2011-2012 | Course-Level SLO Status: Active | expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises. | <p>2011-2012</p> <p>Resource Request: Admission officers from art schools and universities to review figure drawing portfolios.</p> <p>GE/IL-SLO Reflection: Taking a figure drawing class helps students prepare a portfolio for transfer into art school and higher educations. Students are now improving basic skills in drawing figure drawing proportion from weekly practice drawing and measuring the figure proportion from a live model.</p> |
| 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>Assessment Method: Evaluate use of facial measurements and rules of facial proportion in a portrait drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrated correct use of facial proportion in a portrait drawing exercise.</p> | <p>09/20/2012 - 85% of the students received a C or better and were able to draw the correct facial proportion at midterm and at the final portfolio review.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Human skulls to have more practice with facial proportion and anatomy.</p> <p>GE/IL-SLO Reflection: Students need more practice drawing from anatomy and from observation.</p> | |
| Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on technical mastery, expressive content and facial proportion in portrait drawing critiques or class discussion. (Created By Department - Art (ART)) | <p>Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.</p> | <p>09/20/2012 - 85% of students participated in the weekly critique exams. Students used more vocabulary and discussions about proportion in the weekly critiques. Students were able to use both written and verbal feedback in peer reviews.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Course-Level SLO Status: Active | | Online access to offer verbal and written critiques GE/IL-SLO Reflection: Critiques are an essential part of the class. | |
| Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Elements and Principles - A successful student will be able to use design principles and elements effectively in design projects. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | Assessment Method: Evaluate use of design principles and elements in design projects. Assessment Method Type: Class/Lab Project Target: Demonstrated correct use of design concepts, design elements and principles in design exercises. | 09/20/2012 - 80% of students are improving basic skills in organizing balanced compositions. For example students are now making more thumbnail sketches and concept sketches to plan a finished composition or design. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: We do not have any resources requested at this time. GE/IL-SLO Reflection: Learning the principles of designs is an important part of learning computation and processing skills. Computation is one of the 4 Cs. | 09/20/2012 - Continue to have students make thumbnails composition sketches for all design assignments. |
| Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Critique - A successful students will be able to use reasoned judgments based on technical mastery and design principles and elements terminology in design critiques and design discussions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | Assessment Method: Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions. Assessment Method Type: Observation/Critique Target: Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions. | 09/20/2012 - 85% of students are participating in class critiques and discussions related to design concepts, terminology and design art history. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Critical thinking skills is an essential part of learning in class critiques and discussions. Students learn how to analyze art work based on design principles and elements. | |
| Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 1 - Organization - | Assessment Method: Instructor will review 3D completed lab | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>A successful student will be able to organize elements in three dimensions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>constructed specific projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.</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>Assessment Cycles: 2011-2012</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: Students will use correct terminology to evaluate art works in 3D.</p> | <p>12/11/2011 - Student need to use more formal terminology to discuss projects</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Projection system in classroom</p> <p>GE/IL-SLO Reflection: Improved projection systems will allow instructor to review works online and use repetitive image critiques to enhance student understanding of language needed to review works.</p> | <p>12/11/2011 - Add more image review to classroom lectures that students can evaluate.</p> <hr/> |
| <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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Instructor review of lab assigned lab projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Successful presentation of 3D projects using a variety of methods and materials.</p> | | |
| <p>Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 4 - Diagram - A successful student will be able to diagram three dimensional objects in two dimensional drawings. (Created By Department - Art</p> | <p>Assessment Method: Review of lab projects in formative stages to include sketches, diagrams and layouts.</p> <p>Assessment Method Type: Class/Lab Project</p> | | |

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

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>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: (80%) exhibit good comprehension of basic principles.</p> | | <p>12/13/2011 - In-Person students (about 80%) generally exhibit good comprehension of basic principles and are able to apply composition methods to create artworks. Some students still have problems simplifying, and applying asymmetry vs generally ingrained centered-symmetrical compositions. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. This coursework is difficult and is harder for online students & results in some 'drops.'</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Some hand-outs may need revision for increased understanding. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p> | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| <p>ART PORTFOLIO PREPARATION - 1 - Technical - A successful student 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 Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Group peer and instructor review of final portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: A successful student will produce a physical, digital or photographic portfolio of their artwork including cover letter, bio, and all support documentation.</p> | <p>09/06/2012 - All students need to save and archive works from all classes related to portfolio needs for future use in portfolio classes. Some students don't seem to be prepared to participate in the full portfolio class due to lack of work for inclusion. They either lose the work, or cannot seem to find enough work to include, or haven't created enough work of quality to use. The solution is to create an early alert system that reminds students in all art classes to save and archive work throughout their courses.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: <u>2011-2012</u></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 Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Portfolio review will be used to determine student success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 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>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>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:</p> | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Assessment Cycles: 2011-2012 Course-Level SLO Status: Active | Portfolio Review Target: 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 | | |
| Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 2 - Perspective Views - A successful student will be able to understand one point, two point and three point perspective views from nature. (Created By Department - Art (ART)) | Assessment Method: Portfolio review will determine if students understand 1-2 and 3 point perspective drawings Assessment Method Type: Portfolio Review Target: Student portfolio will include successful drawings as examples of 1-2 and 3 point perspective drawings. | | |
| Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 3 - Tools - A successful student will be able to use rules, pencils, triangles and other drawing tools to create one point, two point and three point perspective views from nature. (Created By Department - Art (ART)) | Assessment Method: Portfolio review will determine student success in use of tools to create 1-2-3 point perspective. Assessment Method Type: Portfolio Review Target: Students will be able to use drawing materials, pencils, charcoal, rulers, triangles and visual observation to draw 1-2-3 point perspective in creating drawings for portfolio review | | |
| Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 4 - Analyze - A successful student will be able to analyze perspective in nature. (Created By Department - Art (ART)) | Assessment Method: Instructor will student drawings during and at end of the course to determine success Assessment Method Type: Portfolio Review Target: Students will be able to create correct perspective drawings from nature. | | |

| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|---|
| Active | | | |
| <p>Department - Art (ART) - ART 96 - BOOK ARTS I - Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> | <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> | <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> |
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| Course-Level SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|-------------------------|
| | | | 96: Book Arts I |
| <p>Department - Art (ART) - ART 96 - BOOK ARTS I - Content - A successful student will be able to produce content for books. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> | <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> | |