

Basic Program Information

Department Name:

Art History

Division Name:

Fine Arts and Communication

Program Mission(s):

The Art History program prepares students for upper division study at other institutions and provides fundamental training in world art studies. The Art History faculty are intensely involved in their disciplines and are professionally dedicated to promoting each student's understanding of the place of art in history.

The study of Art History provides the student with an awareness of art, economic, political, religious, and social history, a heightened sensitivity to art-related issues, and the ability to think critically about art & art history. Knowledge of Art History engenders a heightened understanding of history, a familiarity with the major issues in human cultural development, and exposure to the artistic expressions of varied cultures and civilizations.

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

Name	Department	Position
Simon Pennington	Art History	Associate Professor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	1

Please list all existing Classified positions:

Example: Administrative Assistant I

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

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Art History	X	X	

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

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
Art History AA Degree	1	0	2	200%
Art History Certificate of Achievement	0	0	0	0

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Not Applicable

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

Not Applicable

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1021	1446	1383	-4.4%
Productivity (College Goal 2013-14: 535)	813	663	696	5.0%
Success	69%	66%	66%	0
Full-time FTEF	2	2	2	0
Part-time FTEF	0	1	1	0

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
X	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Approved in 2014

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and ana

We taught three less sections in 2013/14 than in 2012/13. This was partly due to the fact that Dr. Reid retired in June of 2014 and did not teach Early Summer session classes. Despite this, we still managed to serve 1383 students with a 5% increase in productivity over 2012/13. The three-year trend is still positive as we are 362 students above our 2011/12 total.

We will serve fewer students in 2014/15. This is a transitional year following the retirement of Dr. Reid. Dr. Consavari is teaching the maximum adjunct load (six courses) and Dr. Reid will return in the Winter of 2015 and teach three online classes to satisfy her Article 19 contract. We will teach a total of 24 sections (26 if we are asked to teach Early Summer sessions) in 2014/15. The search for a new full-time faculty member will start in January of 2015 and we will be able to teach between 27 and 30 sections in 2015/16. We feel that 29 and 32 sections is the optimal number of courses we should offer each year to both satisfy demand, offer our students a broad selection of F2F and online courses, and also remain productive.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The Art History success rate for 2013/14 was 66% (up one percent on the previous year). This is lower than the college average, but slightly higher than a comparable program like history where there are similar reading, writing, and critical thinking components. Our success rate for targeted ethnic groups dropped in 2013/14 from 58% to 52% with 25% of students withdrawing. We have seen that a significant percentage of African American and Pacific Islander students have gravitated to our online courses where success rates are traditionally lower across the campus. Success rates for non-targeted groups rose from 71% to 74%.

60% of our students are female and 91% of all our students did not have a degree (Associates degree or higher) and were evidently taking art history courses to satisfy GE and specific degree requirements. 75% of our students were between 17 and 24 years of age, which indicates that we are primarily serving students who have come directly from high school or are transitioning back into college. Based on student surveys in Simon Pennington's classes, most (85%+) of our students aim to transfer from Foothill to a four-year institution.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Our productivity for 2013/14 was 696, up 33 points from 2012/13. We expected this to happen as students began to take advantage of an additional afternoon F2F section of Art 1 and the F2F sections of Art 3 and Art 2F also saw small enrollment gains. We anticipate that the 2014/15 productivity numbers will be comparable to this year (+/- 10 points). We strive to offer a diverse mix of classes each year to support our degree programs, the art department degrees, and satisfy student demand. The lower-enrolled courses are offered only once each year on campus (Art 3, Art 2F, Honors courses) and we feature the more popular classes online and F2F.

Thus far we seem to have been able to balance student demand with the need to offer courses that support a broad range of interests.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Art 1 was offered 15 times in 2013/14 (one less section than 2012/13, enrollment 713, down 7%). Art 2A was offered twice (enrollment 107, up 1%). Art 2B was offered four times (One less section than 2012/13, enrollment 191 students, down 17% from 2012/13). Art 2C was offered twice (enrollment 79 students, up 1%). Art 2E was offered three times (enrollment 93, down 19%). Art 2F was offered twice (enrollment 70, up 17%). Art 2J was offered three times (enrollment 84, up 17%). Art 3 was offered once (46, up 100%). Art 2BH was offered once (enrollment 26, down from 38 in 2011/12).

As noted last year, we feel that we have optimized the number of Art 1 sections we can teach each year (10 online, six F2F) and it also seems that nine sections of the Art 2A, 2B, 2C series is also about as much as we can offer at the moment. Art 2F is offered twice each year (F2F and online) and three sections of Art 2E and 2J fill, but enrollment is not as robust as for the Art 1 sections. No art history courses were cancelled due to insufficient enrollment in 2012/13.

Simon Pennington has been collecting data (by student questionnaire) on the highest level of English course (ENG 1A, 1B, ESL 26, etc.) art history students have taken and, (thus far) there is no recognizable statistical connection between success in our art history courses and previous completion of ENG 1A. Based on the data, over 75% of all students have completed ENG 1A, 1B, or ESL 26 by the time they take our F2F classes. The 2014/15 academic year will give us a much larger sample to add to the current data and we will report back in the next cycle.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

The Foothill College Art History department offers a very broader range of courses compared to most Community Colleges across the state. Our courses are all Title V compliant and are reviewed at least every three years. Four of our courses (Art 1, Art 3, Art 2C, and Art 2CH) were updated in 2014 to guarantee articulation with CSU colleges (to comply with the CI-D descriptors) and Art 2BH and Art 2CH were just approved for CI-D purposes as well. We plan to revise Art 2A, 2B, and 2F in 2015.

We use the discipline-standard textbooks and have integrated digital image archives and Voicethread technology into our curriculum. We use the Etudes CMS to support all our F2F classes and host our online sections.

Our course-level SLOs reflect the analytical and multi-disciplinary approach of art history courses and the diversity of cultures studied in these classes.

We do not have prerequisites or co-requisites for any of our courses.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

As noted in section H, our classes are updated every three years. The new AA-T degree in art history also mandates that we maintain the currency of our courses. All three 2013/14 instructors (Simon Pennington, Robbie, Reid, and Elizabeth Consavari) are professionally active in their discipline and specific areas of interest. We have also developed a closer relationship with the SJSU Art History Department as so many of our students have gone on to earn their Art History B.A. and M.A. degrees there.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The new History of Industrial Design course has been approved by the CCC and will be in the course catalogue for the next cycle. We feel this will support the Art Department's efforts to offer an Industrial Design certificate and, hopefully, an Industrial Design degree in the near future.

Elizabeth Consavari experimented with Voicethread technology for her online Art 1 sections in 2014 and we intend to integrate this new resource into as many online sections as possible. We are also looking at using Camtasia as another useful tool to connect with our online students.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our course completion percentage is 66%, well above the institutional standard. However, the (successful) course completion rate for Targeted Groups is 52%. This discrepancy is reflected in similar programs across the college. As noted earlier, we intend to involve more 'personal' technologies in our online classes to enhance student engagement. Simon Pennington is involved with the FYE (First Year Experience) program currently being developed by Professor John Fox and others; we intend to include our Art 1 classes (over 50 % of our course offerings) in the FYE program and are confident that the development of specific cohorts of students with faculty and counseling mentors will increase student success. This is particularly important as many students who are part of the 'targeted groups' cohort take the Art 1 course.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

As noted last year, Art History students do not tend to pursue AA degrees as they have very little use in our discipline. Having said that, Foothill awarded two AA in Art History degrees in 2013/14. The AA-T (DAT) in Art History was approved in 2014 and we anticipate more degrees over the next few years.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We have not awarded any transcriptable certificates over the last three years and do not anticipate this to change in 2015. Most of our students are transfer orientated and we have very few mature students who might be interested in an Art History certificate. We feel we need to keep the Certificate of Achievement so that art majors with an emphasis in Studio Art have the option of completing a transcriptable Art History certificate to support their studio degree.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

There are currently six Foothill students studying Art History at four-year institutions and three Foothill students currently enrolled in Art History MA programs.

All 11 of our courses are CSU and UC transferable and the vast majority of our students take art history at Foothill because our courses articulate with CSU, UC, and private colleges and also fulfill Foothill GE (Area I) requirements.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

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

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

Not Applicable

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

Not Applicable

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

We had two AA degrees in Art History in 2014 and expect the number of degrees awarded to increase with the recently approved AA-T in Art History. We have also forged closer ties with SJSU and hope that more of our students will transfer to SJSU because of the AA-T and increased communication between the two departments.

d. Please analyze and discuss Articulation data regarding this program.

Foothill College Art History courses articulate to CSU and UC schools. In 2013/14, ART 3, Art 2C, and Art 2CH were all revised to conform to the CI-D descriptors for these classes.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

Not Applicable

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

Not Applicable

g. Discuss any job placement and/or salary data available for your students after graduation.

There are currently two Foothill students teaching art history in the Bay Area (Berkeley and SJSU graduates). Three of our students are currently interning at Bay Area museums and two students are currently enrolled in MA programs (SJSU and UCLA) with two more applying to MA programs for 2015. We are sure that there are more active students, however, it is very hard to track students after they leave Foothill unless they maintain contact with their Foothill professors.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

Not Applicable

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

Not Applicable

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

Three of our students have interned with local institutions and businesses (Bonhams and Butterfields Auction House, The Rosicrucian Egyptian Museum, and the Cantor Center at Stanford) over the last year.

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

Not Applicable

i. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See Attached

b. **Attach 2013-2014 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.
See Attached

Section 5: SLO Assessment and Reflection

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

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

The course objectives and learning outcomes for the Art History program support the college mission as we emphasize skills that support three of the four ILO competencies (Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness). Foothill art history students are well prepared to succeed in upper division humanities courses.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission**

In 2014/15 we are making the paper-writing seminars a mandatory part of the lab content. Data from 2013/14 showed that students who participated in the voluntary seminars consistently scored higher on their term papers than those who did not participate. Simon has made the submission of paper abstracts a part of the term paper grade and there has been a noticeable improvement in the quality of term papers in the Fall of 2014.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

We have made specific changes (see above) to our individual courses to better serve our students and we are modifying several courses to help our students succeed with their term/research papers. This is very important for success at Foothill and also supports one of our PLOs (Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.).

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

Last year we wrote:

Our second Program Level (PLO) goal is: The student will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures. This outcome reflects the global scope of modern art history programs. Our students are consistently able to demonstrate that they are able to meet the requirements of this PLO.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

All three art historians at Foothill in 2013/14 (Dr. R. Reid, S. Pennington, and Dr. E. Consavari (adjunct)) regularly met/discussed and reflected on their work. Dr. Consavari and Simon Pennington met on a regular basis and Simon and Dr. Reid talked on the phone at least every-other week.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

Increasingly, we are seeing that students are arriving at Foothill College unprepared for Success. We have adapted our classes (more writing preparation, the use of innovative online technologies, etc.) to further engage and motivate our student population.

Art history courses enable students to be more involved and engaged with the increasingly complicated world they are living in. Foothill art history courses support the core competencies and goals of the college and engage our students with their past and present. Most importantly, we help our students be more active and informed members of the global community

.

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

Increasingly, we are finding that our students are not prepared to succeed at college. We are trying to remedy this by emphasizing writing and analytical skills so that they can succeed when they move on to four-year institutions. International students also often lack critical thinking skills and find it difficult to succeed without very specific performance parameters. We have found that the emphasis on writing and analysis has really helped our international students transition to CSU, UC, and private four-year colleges.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 The optional paper writing seminar is now mandatory	This is reflected in several course-level SLOs including Art 2A, 2B, 2C, and Art 3.	Transfer and Basic Skills (writing)	This will improve success rates in all the classes our students take. We feel this will also improve success rates for Targeted Groups of students as well. We will assess the data in 2015 and 2016.
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status

1. 1. Offer an entirely online AA or AA-T Art History Degree	Yes.		The AA-T online is possible as we offer seven online art history courses.
Develop a history of Industrial Design Course for 2014.	Yes.	Yes. This course has been approved and will be ready for the next curriculum cycle in 2015.	The course will move through the Foothill C3MS system for approval in the Winter of 2015.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Write an online Art 3 and online Art 2D course.	2015/16	It will allow students to complete an entirely online art history AA.	The courses will be offered in 2015/16. Both Simon and Robbie taught 15 courses each in 2013/14 and did not have time to develop online sections of these courses. We hope that, with a new faculty member in 2015, we will be able to develop these courses online.
2. Write an open source text for Art 2A, 2B, and 2C. As noted above, the hiring of a new full-time faculty member	2016/17 This will require at least one year of work and (possibly) a sabbatical quarter to complete	It would provide the student with a free textbook.	The text would be available to the student (free).

Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
We requested a full-time tenure-track faculty member in 2013. This position has been approved and will be advertised in January of 2015.	?	We have stable enrollment and high productivity, and it would be impossible to maintain this and offer our students the breadth of courses they want without two full-time faculty.	Yes

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Room 1501 has been upgraded, but we would like to add two large video monitors to the side walls to post notes, etc., rather than using whiteboards which many students have a hard time seeing.	\$3000 (we have this money from a \$3000 gift to the Art History program and another \$3000 has just been donated – Fall 2014- from the same source)	This will make it much easier for ALL our students to read the class notes and terminology usually written on the white boards. This will particularly help our disabled students!	No
We have been teaching Art 1 in room 3525 which is being remodeled as part of the library renovation. If we are to use 3525 again, we will need a new state-of-the art projector in that room.	\$3000- \$4000	We will need more rooms with the appropriate A/V equipment installed.	NO

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The Art History program requested new audio/visual equipment for room 1501 in the 2011/12 Program Review. The equipment has been installed and the students have benefitted from the superior quality projected images, sound, and internet connectivity in the room.

Section 8: Program Review Summary

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

Recommendation	Comments
1. Hire a full-time replacement for Dr. Reid.	The replacement position has been approved and the search for a full-time art history teacher will take place in the winter of 2015. We plan to have a new hire ready to teach in September of 2015.

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

2013/2014 was a successful year for the Foothill College Art History program. Our AA-T (DAT) in Art History was approved and we awarded two AA degrees. We did teach three less sections than 2012/13, but improved our productivity. We asked for a replacement for Dr. Reid, who retired in June of 2014, and the position was approved; the hiring process for a new faculty member will begin in the winter of 2015. Appreciation Hall (room 1501) was updated with a new digital projector and AV console making it, once again, the very best classroom on campus. We received another \$3000 bequest (\$6000 total over the last two years) and will use this money to install monitors in room 1501 to allow teachers to post their notes/instructions (much better than a white board) and facilitate better communication for our sight-impaired and hearing-impaired students. Simon is very active on three campus committees (Curriculum, Transfer, and Program Review) and is helping develop the FYE (First Year Experience) program. Simon feels this is extremely important to support our current drive for student equity.

Finally, we would like to thank Dr. R. Reid for 24 years of stellar service to the Foothill community. Dr. Reid is a committed and talented educator who was one of the pioneers of online education at Foothill College. We will miss her full-time presence at Foothill, but are very happy that she will continue to teach for a few more years under Article 19. Thank you Robbie for everything you have done for the Foothill community!

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The art history program is one of the most successful at Foothill College. The outstanding work of Dr. Reid, Dr. Pennington and Dr. Consavari are certainly noteworthy! Dr. Pennington's presence on campus has been consistent over the years and he has been tireless in his service to the college, serving on the curriculum committee and many division hiring committees. The curriculum is nothing short of stellar, and all three instructors course materials are on the cutting edge of pedagogy.

b. Areas of concern, if any:

I have no concerns whatsoever about the art history program. I am eagerly looking forward to hiring a new full time faculty member for this program!

c. Recommendations for improvement:

I really do not see how this program can improve beyond its current state, aside from emphasizing the importance of completing the AA degree. It is a terrific program and would be the pride of any college or university.

This section is for the Vice President/President to provide feedback.

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

The faculty are dedicated to their discipline, their students' success, and to the college. They are to be commended for their collaboration and extensive dialogue surrounding student learning outcomes assessments, as well as their responsiveness to the results as evidenced by changes in pedagogy and course requirements.

e. Areas of concern, if any:

The gap between the retirement of a full time faculty member and the new hire is challenging for the department, and the students. However, the new faculty will be hired this spring.

f. Recommendations for improvement:

None

g. Recommended Next steps:

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

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College Department - Art (ART)

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

The art program offers a range of foundation art courses. We offer Fundamentals in Drawing, Intermediate Drawing, Representational Drawing, Figure Drawing, Heads and Hands Drawing, Color I, Color II, 2-D Foundations, 3-D Foundations, Digital Painting I, II, Ceramics and Print Arts.. We offer on campus, hybrid and online art courses.

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

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART)) Start Date: 09/01/2012	Assessment Method: 1-3 page essay (weekly) evaluating and interpreting the artwork of a contemporary artist, such as Lorna Simpson. Assessment Method Type: Essay/Journal Target for Success: 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.	11/03/2014 - NB. This is the first year that Simon Pennington has written the Art 1 SLO reflections as Dr. Reid has retired and will return (on Article 19) in the winter of 2014. In the online section of Art 1 I taught by Simon Pennington in 2013/14, students were able to meet this SLO more than 75% of the time. The students are required to write short essays each week and the focus of the essays is on analyzing and contextualizing a variety of art based on the themes discussed in the weekly Modules. The average grade was 80%, based on one online course. I will be able to present a more thorough	11/03/2014 - I intend to continue assessing this SLO into 2014/15 as it is such an important aspect of the Art 1 curriculum. _____

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>to Analyze and describe a single actual work of art in an in-depth essay utilizing specific art historical methodology, which focuses on the role of the viewer in creating meaning in a work of art. (Created By Department - Art (ART))</p> <p>Start Date: 09/04/2012</p> <p>Course-Level SLO Status: Active</p>	<p>work of art in a museum context. Students will use a specific methodology (descriptive/deductive/speculative) in analyzing this work of art.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 3-5 page essay using the above specific three-part method of analysis to describe, deduce information, and suggest areas for future research on single work of visual art.</p>	<p>method of analysis to provide a close reading of a single artwork in a museum context. The report requires students to closely describe an artwork, deduce information based on that initial description, and speculative on areas for future art historical research; this provides a basis for analyzing artworks that is useful in future art history courses, etc. The majority of students enthusiastically embrace this project, commenting that the project solidifies what they learn in text and lessons, while encouraging creativity and critical thinking. Overall scores on this assessment reflect the success of the project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 1. Computer generated - A successful student will demonstrate foundation skills in producing computer generated images using software for painting, drawing, image processing, photo composites and typography (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: creation of project that demonstrates design principles</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 2. Portfolio - A successful student will produce and present printed works for exhibition or portfolio. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: evaluation of project requiring use of software and hardware</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: completed project that demonstrates using hardware and software</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 3. Software -</p>	<p>Assessment Method: Evaluation of project</p>	<p>02/18/2014 - Learning is successful</p> <p>Result:</p>	

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 09/22/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Portfolio Review</p> <p>Target for Success: Successful review of 5 digital painting projects.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>10/06/2014 - Student portfolios showed increased skills for both hardware and software. The 5 self directed projects were 85 % successful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19A - OIL PAINTING I - Paint Application - A successful student will be able to paint a still life from observation using various oil painting applications. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications in painting exercises.</p>	<p>10/06/2014 - Most students are able to demonstrate alla-prima painting techniques at the completion of the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 19A - OIL PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of tonal under-painting</p>		

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful students will be able to paint an acrylic painting on various sized supports and surfaces. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>sizes of substrate</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Ability to use all sizes and/or types of canvas and canvas boards in project work</p>	<p>knowledge of how to use a variety of substrates and sizes in class exercises.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 2 - Color Organization - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p>	<p>08/05/2014 - 90% of the students were able to submit a portfolio of Color I assignments twice a quarter that demonstrated an understanding of color harmonies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Videos on color theory portfolio organization</p> <p>GE/IL-SLO Reflection: This is not a GE class.</p>	<p>08/05/2014 - Spend more time lecturing on how to organize portfolios for transfer.</p>
<p>Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student will be able to evaluate color paper or painted colored art projects based on the strengths and weaknesses. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>08/05/2014 - 80% of the students were able to demonstrate correct color terminology in class critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Fuds for videos on color terminology and posters</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>08/05/2014 - Incorporate color terminology quizzes and rubrics in place of class critiques.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 20B - COLOR II - Technical - Students will be able to practice craftsmanship in using paint and brush, cut paper and glue techniques. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p>	<p>08/05/2014 - 50% of the students were able to mix paint in the Art 20B Color I class. Not all of the students had the basic skills of mixing paint. Students also had problems cutting and gluing color aid paper in basic designs. Some of the students who had taken the online class were unable to demonstrate these skills in the on campus class. Students were able to leave a written self critique but lacked basic color theory skills.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for paint and brushes to give paint demonstrations</p> <p>Resource Request: Funds for paint and brushes to give paint demonstrations</p> <p>GE/IL-SLO Reflection: This was not a GE class in 2013-14. This will be a GE class for 2014-15.</p> <p>GE/IL-SLO Reflection: This was not a GE class in 2013-14. This will be a GE class for 2014-15.</p>	<p>08/05/2014 - There needs to be more demonstrations on paint mixing and collage gluing techniques in class. Online there needs to be more videos explaining how to mix gouache paint and glue color aid. Students need more explanations on how to use good problem solving techniques and creativity. Students need to use more critical thinking skills when coming up with creative abstract non-objective designs.</p> <hr/>
	<p>Assessment Method: Evaluate technical expertise in the mixing, judging, & application & neatness of paint in a class project; if using cut/paste method evaluate application and neatness;</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: A successful student will present a group of class color projects with great attention to clean mixing technique and neatness of the cut and paste method of class projects.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 20B - COLOR II - Critique - A successful student will be able to evaluate great works of colored 2-dimensional art work based on color theory, rules, expression and meaning. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>08/05/2014 - 80% of the students were able to demonstrate color theory and using the rules or basic principles and elements of design. Students need more practice looking at great works of design and art in relationship to color, expression and meaning.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for videos on color theorist</p> <p>GE/IL-SLO Reflection: This was not a Foothill College GE for 2013-14. This will be a GE class for 2014-15.</p>	<p>08/05/2014 - Students need to watch more videos and read more articles about famous color theorist and great works of two dimensional work. Students need more lectures on color meaning, color expression and the relationship of color and the humanities.</p>
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 06/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p>	<p>11/03/2014 - As noted in an earlier SLO, this is a more challenging task for the students as there is a small amount of memorization involved. Having said that the average grade on the three exams was 84% and the points for the slide identification section improved throughout the course with most students able to identify, date, and discuss six out of seven of the images on each exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO relates directly to the Communication, Critical Thinking, and Global Consciousness IL outcomes. The students are required to be familiar with the art of diverse cultures and analyze the meaning and significance of the art within that culture. They demonstrate this mastery</p>	<p>11/03/2014 - Art historians regularly discuss the wisdom of having students memorize specific works of art for analysis, however, we feel it is important to have a firm knowledge of a few works of art so that the student can use this knowledge to discuss similar pieces from the same culture and period. This is a more challenging SLO and we will continue to assess its usefulness over the next few years.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		by writing a short analysis of each work of art they are required to know.	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A</p> <p>successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Start Date: 09/19/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is addressed by an essay question on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.</p>	<p>11/03/2014 - Over the past few years, this SLO has been assessed based on specific questions about the impact of the Nile river on ancient Egyptian civilization. This theme was again featured as both a F2F class Paper topic in the fall of 2013 and an Online paper topic in the spring of 2014 and an exam question on the first fall 2013 midterm. The students were able to answer this question to my satisfaction on the first exam (seven students chose this essay question) and received an average of 13/16. The question was also featured on the first midterm in the online spring 2014 section of Art 2A (Why were the Egyptians an essentially optimistic people? What environmental factors shaped their culture and how was this expressed in their art?). In this case the average grade was 8/10.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are expected to analyze (in written form and in group discussions -in their seminars) the relationship between environment, culture, and cultural production (literature, art, etc.). They study the topography of North Africa and assess how the presence of the Nile (and its natural cycles) helped develop the ancient state of Egypt and influenced the Egyptian obsession with stability and tradition and also helps explain the</p>	<p>11/03/2014 - This is an interesting SLO, but I would like to change it next year to expand the scope of the assessment beyond Egypt to more fully support the Global Consciousness rubric.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up	
		essentially conservative nature of ancient Egyptian culture, art, and religion.		
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Classic Athenian Art - A successful student will be able to demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC. (Created By Department - Art (ART))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.</p>			
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Cave Paintings - A successful student will be able to explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance. (Created By Department - Art (ART))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a 10 page MLA formatted research paper.</p> <p>This SLO is also a possible subject for a short essay on the first midterm.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student should receive a 60/70 on the term paper or at least a 12/16 on the midterm.</p>			
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the</p>	<p>Assessment Method: This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed</p>	<p>11/03/2014 - This SLO was addressed in an essay question on the third midterm in the F2F (winter 2014) section, an online Discussion question for the same course, and in all three sections of the online course (fall, winter, and summer). The</p>	<p>11/03/2014 - This is an important and successful SLO and I will continue to introduce these themes into essay questions, discussion</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p>Start Date: 01/07/2013</p> <p>End Date: 03/26/2013</p> <p>Course-Level SLO Status: Active</p>	<p>this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16 or better on the essay.</p>	<p>winter F2F midterm responses to a question based on this SLO (Please discuss Humanism in specific reference to the art commissioned by important patrons like the Medici. Why were they so fascinated with Greek and Roman culture?) were excellent. This question was answered by seven students with an average grade of 14/16 (very good!). Because the question requires the student to look at the Renaissance economy, new mercantile classes, and art production as related themes, it did produce some the best in-class essays of the whole course. I was also impressed by the online Discussion based on this theme (After studying many of the paintings we are studying in chapter 20 (15 in some texts) it is evident that some of the patrons (the actual people who paid for the art) are actually featured in the religious scenes (look at images 20-4, 20-9, 20-12, and 20-17). What does this, to us, unusual inclusion of the donors tell us about economic, social, and religious changes taking place in Europe in the fifteenth century? Why did the donors have themselves included in the paintings they commissioned?) as the students did a really nice job bringing the various elements (economic, social, etc.) together.</p>	<p>prompts, and term paper topics.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3</p> <p>- Bibliography - A successful student will be able to assemble and use an appropriate bibliography (works cited page) for the required term paper. (Created By Department - Art (ART))</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assignment directions for the Art 2B paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>approach. They must write about the nexus of these elements and are also encouraged to share their ideas with their peers via the Etudes online Discussion tool in instructor-moderated online discussions.</p>	<p>11/03/2014 - Although I feel most Art 2B students were able to assemble an appropriate Works Cited page for their research papers, I still feel there is much room for improvement. I have tried to establish a direct correlation between the level of English class completed (ENG 1A, 1B, etc.) and the quality of a student's writing and, based on information I have from my student questionnaires, there is not a direct link. I feel I need to offer more paper-writing seminars and, either make them mandatory and offer points for attendance, or encourage more students to attend with extra credit points. As noted last year, students who attend the paper-writing seminars write (on average) better papers than those who do not.</p>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART</p>	<p>Assessment Method: Midterm essay or term paper. The student</p>	<p>11/03/2014 - The Art 2BH students were very successful in 2014 with all students who finished</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>FROM THE MIDDLE AGES TO THE RENAISSANCE - 1 - Analyze and Describe - A successful student will be able to analyze and describe specific works of art with reference to their social, political, and theological context. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>should be able to use the skills/techniques/strategies learnt in class to analyze selected works of art from the period ca. 600 - 1550 to expose meaning.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>the course passing with a B or above. The average exam grade was 88% with nearly every student earning 13/16 or above for their exam essays. Paradoxically, the papers were not quite as consistent as the papers in the 2012 class with the average grade of 58/70 on their papers. This is still a B, but I do feel there is room for improvement and honors students should be earning higher grades on average.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This SLO requires the student to research a given topic (from a broad range of options) and critically assess their topic based on social, political, and cultural factors. The short exam essays require the same analysis.</p>	<p>11/03/2014 - This SLO was met by the in-class essays, but the term papers fell a little short. I have required students to submit paper abstracts which has produced much better Works Cited sections and the formatting (MLA) has improved. While the average grade for the honors section was higher than the traditional 2B sections, I do feel I need to expand the paper writing-seminar options for the honors class. I'll see if these changes improve results in the 2016 class.</p> <hr/>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Impact of Culture - A successful student will be able to Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is specifically addressed by the essay question of the first midterm.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: The student should earn at least 12/16 on the short essay question.</p>	<p>11/03/2014 - As with the 2012 Art 2BH course, this SLO was featured in midterm #1 (1. Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture.) and was also a possible topic for the term paper (1. Please discuss the fusion of pagan and Christian themes in early medieval art.). The students who chose to respond to these questions exceeded the required 12/16 or above with an average grade of 13/16 for the five students who wrote this essay for their first midterm.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>11/03/2014 - I have no plans to change this SLO or the assessment method as it is evidently well-supported by the course content and supporting content (assigned films, etc.).</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The student is required to develop a critical essay taking into account the collision of cultures (Germanic/Celtic/Roman/Christian/Pagan) at the end of the Roman period; this synthesis is used to understand the development of modern western culture.</p>	
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1</p> <p>- Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and consumption of art. (Created By Department - Art (ART))</p> <p>Start Date: 04/11/2011</p> <p>End Date: 06/28/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change.</p> <p>This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: A student will receive a 12/16 or above on</p>	<p>11/04/2014 - This topic was addressed by one of the lab/seminar groups (2.The artistic response to the Industrial Revolution) and in the online section as an assignment question (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the Industrial Age and also dealing with the social and economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.). The students did an excellent job with the assignment question and were able to bring together the social, political, and technological developments that lead to the Industrial Revolution and were also able to provide an involved analysis of the artistic response to this period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection:</p>	<p>11/04/2014 - I do not plan to change this SLO, however, it will be featured as an essay option on the third midterm this year (2014/15).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>the exam essay or 60/70 or above on the term paper.</p>	<p>This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to provide an analytical discussion of social, political, and technological developments during the Industrial Revolution and place the art of that period within the context of this most tumultuous of eras.</p>	
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p>	<p>11/04/2014 - This SLO featured in the first midterm and as a seminar topic in the F2F section (1. How was art a "weapon" in the hands of the Counter-Reformation Popes? - Seminar-5. Baroque architecture and Galileo, Magellan, and Newton) and as an short paper prompt in the online section. Of the 48 students who took the first midterm in the F2F class, seven addressed this topic and the average grade was 12/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO forces the student to provide a critical analysis of Counter-Reformation politics and society and discuss how the Papacy attempted to use visual culture to win 'hearts and minds.' The dynamic art of this period is also contrasted to the voyages of discovery and Enlightenment science; both these factors helped create a 'world in flux.'</p>	<p>11/04/2014 - This SLO will be featured as an optional term paper question in 2014/2015.</p>
Department - Art (ART) - ART 2CH -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST</p> <p>IMPRESSIONISM - 1 - Historical Periods - A successful student will be able to Identify and name the major art historical periods from the 16th to the 19th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is quite objective. It will be assessed in the identification section of the three midterm exams. In each exam the student will be responsible for 13-14 works of art. The student will be expected to not only name the piece and provide an approximate date, but also to discuss the piece within the context of the material covered by the lecture content and reading assignments. The exams will require the student to name the style/period and explain what is significant about that time.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will be able to correctly identify and name 8/10 works of art from the period 1600 - 1880.</p>		
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST</p> <p>IMPRESSIONISM - 2 - Contrast - A successful student will be able to contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will earn a 12/16 or higher on a</p>		

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART))</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>familiar image of the Buddha that the students will have seen in both their text and during the lectures.</p> <p>1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: There are at least 10 possible attributes/aspects of the Buddha's appearance that could be discussed. A student who can identify and analyze at least four attributes will receive 10/10 and the points scale will vary from there depending on the quality of the identification and analysis.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students have to be familiar with the art and symbolism of another culture and be able to analyze the symbols in a short essay.</p>	<p>exam prompt for the 2015/16 course.</p>
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 2 - Bibliography - A successful student will be able to demonstrate the ability to assemble a suitable bibliography to support the required research paper. (Created By Department - Art (ART))</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assignment directions for the Art 12 paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students must earn a 4/5 or better as per the paper assignment rubric.</p>	<p>11/05/2014 - I gave the students the opportunity to submit a paper abstract three weeks before the actual paper was due. 26 students submitted an abstract, complete with a selected bibliography and they supplied the minimum number of primary and secondary sources and mostly (a few exceptions) used the correct MLA format.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at This time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to read widely, assemble an appropriate bibliography/works cited list of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		primary and secondary sources to support their term papers.	
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 1 - Periods - A successful student will be able to recognize and name the major periods in Islamic culture (e.g. Umayyad, Ottoman, etc.) based on stylistic attributes as well as specific thematic indicators. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assessment strategy in this case will require the student to look at selected works of art and identify them according to culture/period. In this case, I will use multiple -choice questions mainly because we cover so much ground for each exam. The following is a typical question (A is correct).</p> <p>7. The Great Mosque in Damascus is generally considered to be one of the great early statements in Islamic architecture. It was built for the first capital of the Islamic world during the _____ dynasty. A. Umayyad B. Abbasid C. Fatimid D. Mamluk</p> <p>The student demonstrates a knowledge of culture and historical context; ie. The Umayyads built the first capital of the Islamic world at Damascus in the late 7th/early 8th century.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to identify the style of a work of art in the context of a multiple choice exam.</p>		
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 2 - Sufi Theology - A successful student will be able to demonstrate and discuss the impact of mystic Sufi theology on the architecture of the Ottoman Empire in the 16th and 17th</p>	<p>Assessment Method: This SLO cannot be adequately assessed with a multiple choice or fill-in-the-blank question as it requires an ability to bring together theological and historical knowledge gained over the course of at</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>centuries. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>least four lectures.</p> <p>The following sample essay question is from midterm #2.</p> <p>3. How did/do the Sufis express themselves and their understanding of Allah?</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students should receive at least a 7/10 on the exam/essay question that addresses this question.</p>		
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 1 - Social History - Utilizing "social history" as a methodological approach to the study of American art, successful students will identify and assess the significant artistic contributions of a variety of culturally distinct groups (e.g., Native American, European American, African American, Chicano/Latino, and Asian American) in the development of American art from prehistory to the present. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1-3 page weekly essay using social history to analyze and interpret works of art by American artists from a variety of culturally distinct groups, produced over a period of time from prehistory to the present.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a score of 8 or higher on the 10 point scale.</p>	<p>04/20/2014 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Course material is presented chronologically and thematically and student engagement with the subject of multicultural American art throughout history is apparent in these essays based on questions derived from weekly assigned readings in text and lessons. Mastery of the use of social history in analyzing artworks is a critical component of art history today and these assessments were created with this particular methodological approach in mind.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - Weekly essay assignments are a useful means for determining student learning and I will continue to use this method of assessment in Art 2J.</p>
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 2 - Movements - A successful student will be able to identify and discuss a variety of defining art historical (and cultural) movements (e.g., Harlem Renaissance, Photo-Secession, etc.) and styles (e.g., Postmodern, Abstract</p>	<p>Assessment Method: 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>	<p>04/20/2014 - Over 80% of Art 2J students succeed in earning scores of 8 or higher on a 10 point scale for weekly essays, which include analysis and interpretation of a variety of movements and styles in the history of American art. As the quarter progresses, I have noticed that students are increasingly able to effectively refer to past styles</p>	<p>04/20/2014 - Given the evidence that this assessment succeeds in student learning in Art 2J, I plan to continue using this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>80% of students will receive a grade of 8 or higher on the 10 point scale.</p>	<p>(e.g., Colonial or New England architectural styles), providing a context for more contemporary styles, such as post-modernism in American architecture. Thus, identifying and considering historical styles/movements in these weekly essays allows for more meaningful interpretations of artworks produced over a period of time in America.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-century culture. (Created By Department - Art (ART))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/12/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay questions and term papers.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.</p>	<p>11/05/2014 - Both exams feature questions (eg. How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?) that focus on identifying styles, their main qualities/goals, and placing these forms of expression with a social and political context. Students averaged 12/16 on their two midterm essays with most earning 13/16 or above. I feel that my 2013/14 course did meet the expectations of this SLO, but I want to spend more time in class in 2014 discussing how to respond to complex essay prompts as there were three or four students in both exams who had a hard time crafting essay responses.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. All these essay questions require critical analysis, a comprehensive knowledge of history, and a</p>	<p>11/05/2014 - I have no plans to change my approach to essay questions, however, I do want to spend more time helping students craft successful responses.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		broad range of knowledge about the social factors influencing the production of art over the last 140 years.	
<p>Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 2 - Rationale - A successful student will be able to develop a rationale for Pop Art using a methodology focusing on social and economic changes in twentieth-century America. (Created By Department - Art (ART))</p> <p>Start Date: 09/20/2010</p> <p>End Date: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO can only be assessed in the form of an essay. I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>11/05/2014 - This SLO was featured on the final exam in the 2013 class (4.What did the Pop artists discuss in their art? Why did they feel these subjects were important?) and seven of the 33 students who took the final chose you address this question. The average essay grade was 13/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Students are asked to discuss economic growth, consumer culture, the media, and the main themes of the 1960s (Civil Rights, Vietnam, etc.) as these ideas were expressed in Pop Art.</p>	<p>11/05/2014 - This SLO seems to be well supported by the course content and supporting materials and I will include this theme on the 2014 final exam.</p>
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during</p>	<p>Assessment Method: The instructor will evaluate the students' progress on an individual or need basis. For students who enroll in Art 35X, the instructor expects a good understanding of the students' chosen material, as well as cohesive conceptual ideas.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique</p>		
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 2 - Critical Thinking - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will work with the student to identify positive and negative points of their ideas and works in progress.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 3 - Evaluation - A successful student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate the students finished body of work, and identify positive and negative points of their craftsmanship and conceptual execution.</p> <p>Assessment Method Type: Portfolio Review</p>		
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Historical/Cultural Context - A successful student will analyze visual communication in historical and cultural context. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Weekly quiz essay questions and weekly field journal entries</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: demonstrate critical thinking when analyzing information</p>		

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

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

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 38 - RELIEF PRINTING - 6 - Tools & Materials - understand and practice the safe handling of tools and materials. (Created By Department - Art (ART))	<p>Assessment Method: Evaluation of studio practice</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Safe practices</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Course-Level SLO Status: Active			
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>10/30/2014 - 85% of students were able to conceptualize and design original ceramic sculpture. Some students excelled at surface treatments such as texture, slip, and glaze applications, while others excelled at replicating what they were seeing. There was quite a diverse group of creative people taking this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Sculpture stands and funding for a wall mounted monitor.</p>	
Course-Level SLO Status: Active			
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>		
Course-Level SLO Status: Active			
Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 1 - Techniques - The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab,	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create hand-built objects using multiple building techniques.</p>	<p>10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic hand-building techniques needed to complete assigned projects.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Observation/Critique</p>	<p>Target Met Year This Assessment Occurred: 2013-2014 Resource Request: More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons. GE/IL-SLO Reflection: It is vital for all ceramic students to grasp the basics of ceramic construction to have success in Art 45A.</p>	
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate students glazing techniques before and after final firing. Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth. GE/IL-SLO Reflection: Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.</p>	
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 3 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three dimensional ceramic projects. (Created By Department -</p>	<p>Assessment Method: Students will present their projects in class using language learned to describe works of art. Assessment Method Type: Presentation/Performance</p>	<p>10/30/2014 - 90% of students enrolled in art 45A were successful in presenting and discussing their final works of art, as well as their museum report. Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Art (ART) Course-Level SLO Status: Active		<p>2013-2014</p> <p>GE/IL-SLO Reflection: By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime.</p> <p>GE/IL-SLO Reflection: By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime.</p>	
Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 1 - Techniques - A successful student will be able to 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>Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic handbuilding techniques need to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 2 - Glazing - A			
successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))			
Course-Level SLO Status: Active			
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and	<p>Assessment Method: Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper</p>	<p>05/29/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel -throwing techniques needed to complete assigned projects. The remaining 15% of students who struggle do so mostly because of attendance, and lack of participation.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety. GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
		<p>05/29/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: More in class audio and visual equipment. GE/IL-SLO Reflection: Learning the principals of designs is an important in an important part of learning computation and processing skills.</p>	
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety historical and contemporary glazing and finishing methods will be explored throughout the term. (Created By Department - Art (ART))</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>05/29/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15-20% failure rate.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
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 application. (Created By Department - Art (ART))	Assessment Method: Through the critique and presentation process, the student will gain increased visual awareness of line, form, function, and surface treatments of their finished works. Assessment Method Type: Observation/Critique	05/29/2014 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report. By presenting their final projects and writing assignments in front of their peers, students obtain valuable skills they will use throughout their lifetime. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety. GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART))	Assessment 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	10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 2 - Finishing - A successful student will be able to demonstrate technical competency in finishing and trimming assigned works. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through repetitious trimming exercises concentrating on tool selection, wheel speed, material consistency, and hand positions, the student will be able to demonstrate technical proficiency in basic pottery trimming techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 85% of students were eventually able to grasp the trimming and finishing techniques demonstrated in class. Due to the variables of trimming clay in its various stages, 15% of students seem to struggle with this.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 90% of students enrolled in Art 45C were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>shaping methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>		<p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>10/30/2014 - 90% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 10% failure rate even for an advanced student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result no matter how advanced the student. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.</p>	
Department - Art (ART) - ART 45CL -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>CERAMICS LABORATORY - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in and building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create advanced hand-built objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create advanced wheel thrown objects using multiple throwing and shaping techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: funding for a wall mounted monitor.</p>	
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students findings in all five of the various firing procedures demonstrated in class.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: More in class audio and visual equipment.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out surface designs for their functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out designs for their functional and decorative objects.</p>	
Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 1 - Firing			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students findings in color and surface variation in all five of the firing procedures.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>09/20/2014 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	
<p>Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures taught in class.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 100% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students' ability to create ceramic objects using multiple building techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 85% of students were able to meet the listed criteria and were able to grasp the ceramic techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: funding for a wall mounted monitor.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will evaluate the students glazing techniques and surface preparations before and after the finish firing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>09/20/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p>	
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 1 - Various Papers - A successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of cold pressed, hot pressed and rough watercolor paper</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: demonstrated correct use of watercolor paper in a watercolor painting exercise</p>	<p>10/06/2014 - See WATERCOLOR 1 and 2 for updated info</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 2 - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In class activity projects, homework projects</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Portfolio and visual successful completion of watercolor projects Proper use of brushes as demonstrated on paper Proper use of watercolor media as demonstrated on paper</p>		
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 3 - Basic Techniques - A successful student can apply basic watercolor techniques in painting. (Created</p>	<p>Assessment Method: Visual review of student work</p> <p>Assessment Method Type: Portfolio Review</p>		

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Department - Art (ART) - ART 49 - MONOPRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing monoprinted images using painting, drawing and stencils. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 48: Monoprinting - ART 49: Monoprinting <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 48: Monoprinting - ART 49: Monoprinting 	
Department - Art (ART) - ART 49 - MONOPRINTING - 2 - Portfolio - A successful student will present work for exhibition or portfolio. (Created By Department - Art (ART))	<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 48: Monoprinting - ART 49: Monoprinting <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course.</p> <ul style="list-style-type: none"> - GID 48: Monoprinting - ART 49: Monoprinting 	
Department - Art (ART) - ART 49 - MONOPRINTING - 3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART))	<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of images</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
Department - Art (ART) - ART 49 - MONOPRINTING - 4 - Evaluate - A		<p>Assessment Method: Evaluation of participation</p>	<p>02/18/2014 - Learning is successful</p>

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p>	
<p>Department - Art (ART) - ART 4A - DRAWING I - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic principles and elements of design, technical mastery and expressive content in class drawing critiques and art discussions.</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.</p> <p>Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design</p>	<p>08/05/2014 - Students improved reasoned judgments by participating in peer reviews in online class critiques. In the past the critiques were only based on instructor feedback. This past year, students are learning how to give reasoned judgements base on a lesson rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for videos of great works of drawings</p> <p>GE/IL-SLO Reflection:</p>	<p>08/05/2014 - Give students written rubrics to encourage the standards of quality in class discussions.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p> <p>Assessment Method: Students will submit a portfolio of drawings for review by the instructor. Instructors will evaluate the student portfolio work based on his/her understanding of the principles and elements of design, technical mastery and expressive content.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p>	<p>Students gave verbal and written feedback on great works of drawings. The drawings demonstrated expressive content, design principles, technical mastery and the logic of light and shadows.</p> <p>08/05/2014 - Students were able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 4B - DRAWING II - Color Drawing - A successful student will be able to observe, identify and apply color theory in a representational pastel still life drawing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Evaluate use of monochromatic, analogous and complimentary color schemes in a color pastel drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of tints, tones, shades and color schemes in a pastel drawing exercise.</p>		
<p>Department - Art (ART) - ART 4B - DRAWING II - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By</p>	<p>Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in a color pastel drawing.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>08/05/2014 - Students were able to integrate color theory, expressive content and technical mastery in drawing critiques and discussions. Students used reasoned judgements in class discussions. Students need to have more discussions about abstraction.</p> <p>Result:</p>	

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

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>anatomy in figure drawing exercises.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Figure Models</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>The action plan would be to encourage all figure drawing instructors to use the projector system when teaching this class.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds to invite professional artist to review student portfolio work</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>08/05/2014 - Students need more discussions about the work that needs to be included in an exit portfolio. Students will be encouraged to bring the figure drawing portfolio to transfer portfolio reviews.</p> <p>08/05/2014 - Students will need more exercises with composition. Students need more practice drawing the background and the figure in drawing exercises.</p>
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Facial Proportion - A successful students will be able to measure and sketch correct facial proportions. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial measurements and rules of facial proportion in a portrait drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of facial proportion in a portrait drawing exercise.</p>	<p>08/05/2014 - Students were able to draw the human proportions form observation. Having regular figure live models has greatly improved the students drawing skills.</p> <p>Some part time instructors do need to stress the importance of the proportions of the mouth. The mouth is one third from the chin to the nose and not one half.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request:</p>	<p>08/05/2014 - Discuss the importance of human proportion with part time instructors.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Funds for Figure Models</p> <p>GE/IL-SLO Reflection: This is not a GE class.</p>	
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on technical mastery, expressive content and facial proportion in portrait drawing critiques or class discussion. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.</p>	<p>08/05/2014 - Students were able to use facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: funds for heads and hands videos to discuss facial terminology</p> <p>GE/IL-SLO Reflection: This is not a GE class.</p>	<p>08/05/2014 - We need more videos explaining facial terminology.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles and elements in design projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of design concepts, design elements and principles in design exercises.</p>	<p>08/05/2014 - Students were able to integrate the design concepts, design elements and the principles of design in all exercises.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Videos on the principles and elements of design</p> <p>GE/IL-SLO Reflection: This was not a GE class for 2013-14. It will be a GE class for 2014-15.</p>	<p>08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.</p>
<p>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</p>	<p>Assessment Method: Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions.</p>	<p>08/05/2014 - 70% of students were able to demonstrate correct use of design terminology and reasoned judgements in design critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
design discussions. (Created By Department - Art (ART)) Course-Level SLO Status: Active	<p>Assessment Method Type: Observation/Critique Target for Success: Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.</p>	<p>2013-2014 Resource Request: Funds for Videos on the principles and elements of design GE/IL-SLO Reflection: This was not a Foothill College GE in 2013-14. This will be a Foothill College GE for the year 2014-15.</p>	
Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 1 - Organization - A successful student will be able to organize elements in three dimensions. (Created By Department - Art (ART)) Course-Level SLO Status: Active	<p>Assessment Method: Instructor will review 3D completed lab constructed specific projects. Assessment Method Type: Class/Lab Project Target for Success: A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.</p>	<p>10/06/2014 - Students were able to present appropriate projects to demonstrate 3D presentational skills and had written support documentation. Class was successful. Projects can be smaller in nature and materials should be limited to those that are appropriate for the studio and student to work with at home. Result: Target Met Year This Assessment Occurred: 2013-2014</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)) Course-Level SLO Status: Active	<p>Assessment Method: Students will participate in class discussions to evaluate art works Assessment Method Type: Discussion/Participation Target for Success: Students will use correct terminology to evaluate art works in 3D.</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)) Course-Level SLO Status:	<p>Assessment Method: Instructor review of lab assigned lab projects. Assessment Method Type: Class/Lab Project Target for Success: Successful presentation of 3D projects using</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	a variety of methods and materials.		
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A</p> <p>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>Start Date: 06/07/2011</p> <p>End Date: 06/07/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Portfolio review for this SLO emphasizes problem solving solutions and their success utilizing multi-media</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students use at least 3 or more methods in combination by the end of the quarter.</p>	<p>07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others. Writing is a struggle for some and I have developed a series of questions to help students generate ideas about their progress and what they have learned.</p>	<p>11/30/2013 - After viewing multiple projects and a final portfolio review, students were able to demonstrate neat, technical expertise in the use of mixed media.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: It is a surprise to many students to learn</p> <p>07/13/2014 - Students do best when given a variety of methods including traditional methods of cutting and combining as well as digital means. Because digital imagery can be cleaner and parts are less difficult to "glue" precisely many students are successful. Executing "real," physical products can be more time consuming and produce results that</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>that not only the idea behind an artwork is important, but also that a good presentation is valued. For some of the schools to which our students transfer, it is extraordinarily important that care is taken in how a work is finalized. As always some will have a harder time with this component but it is an aspect that is keenly important in the business world.</p>	<p>are difficult to revise, but they seem to be more satisfying for some students. Some students would be more successful if they are given more personal help while working, difficult to do with those who are online.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students receive a B- or better on the projects and writings.</p>	<p>11/30/2013 - After review of portfolios, most students were successful in arranging art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate composition terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type:</p>	<p>07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others.</p>	
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 3 - Critique - A</p> <p>successful student will be able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. (Created By Department - Art (ART))</p> <p>Start Date: 06/02/2011</p> <p>End Date: 06/06/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% participation without "calling" on students. Ability and willingness to use correct terminology and demonstrate critical thinking.</p>	<p>11/30/2013 - After portfolio review, it was determined that most students were able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target for Success: ---80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>07/14/2014 - Students tend to like critiques as they are an opportunity they say to learn in a way that is different from the lecture. It is important to have everyone participate and in this class they are given points for the amount and quality of their comments. Students learn how to give meaningful praise and constructive information, and they practice learning how to receive, and handle criticism. Each class typically has eager students who would dominate as well as those who would disappear if possible. It's important to maintain a fair balance.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Critical thinking is important in this task as students must be able to say how and why they did things, and be able to evaluate their work objectively as to its' success. Expanding this thinking to viewing and critiquing each other's works is an extension of the process.</p>	
<p>Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 1 - Technical - A successful 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>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 for Success: A successful student will produce a physical, digital or photographic portfolio of their artwork including cover letter, bio, and all support documentation.</p>	<p>10/06/2014 - Very professional portfolios were presented at the end of the class by most students. Portfolios included all appropriate materials, papers, and support documentation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 2 - Knowledge - A successful student shall be able recall previous art experience in an artist biography. Students shall be able to assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist resume' and bio, and original photographic images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement. (Created By Department - Art (ART))</p>	<p>Assessment Method: Portfolio review will be used to determine student success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create a written cover letter, artists bio and resume' and full final portfolio for review and display either in person or online delivery</p>	<p>10/06/2014 - Students presented excellent portfolios complete with online documentation. All goals were met. Improved retention and quality for this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Assessment Method: The instructor will evaluate works in progress, and assess students ability to create intermediate level wheel thrown objects using the multiple techniques demonstrated in class. Assessment Method Type: Observation/Critique	05/29/2014 - 85% of students were able to meet the listed criteria and were able to grasp the intermediate wheel throwing techniques needed to complete assigned projects. Result: Target Met Year This Assessment Occurred: 2013-2014	Resource Request: More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons. GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.
Course-Level SLO Status: Active	Department - Art (ART) - ART 77 - POTTER'S WHEEL - ONE - The student will be able to demonstrate intermediate level competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate intermediate level construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))	Assessment Method: Students will discuss creative concepts and techniques used to finished assigned projects. Assessment Method Type: Discussion/Participation	05/29/2014 - 90% of students enrolled in Art 46B were successful in presenting and discussing their final works of art, and their museum report. Result: Target Met Year This Assessment Occurred: 2013-2014
Course-Level SLO Status: Active	Department - Art (ART) - ART 77 - POTTER'S WHEEL - TWO - The student will be able to demonstrate increased visual awareness by creating, presenting and discussing three-dimensional ceramic projects. (Created By Department - Art (ART))	Assessment Method: Drains in the floors to hose away unwanted silica dust for student and instructor safety. Assessment Method Type: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and	GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		decorative objects.	
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 1 - Volume - A successful student will be able to draw from nature representing volume according to the principles of perspective. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Both weekly assignments and end of course portfolio review of perspective drawings will be used to determine students learning outcomes in this area.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create drawings using value drawing in addition to standard perspective drawing methods to add visual volume to 2 D assignments</p>		
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 1. Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 2. Content - A successful student will be able to produce content for books. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of completed projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: handmade books that contain content requiring critical thinking</p>		
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - 3. Design - A successful student will demonstrate basic design layout in bookmaking. (Created By Department - Art (ART))</p>	<p>Assessment Method: Evaluation of design projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Assessment Method: Evaluation of participation Target for Success: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active	Department - Art (ART) - ART 96 - BOOK ARTS I - 4. Discuss - A successful student will discuss and analyze content and form in book arts. (Created By Department - Art (ART))		
Course-Level SLO Status: Active	Department - Art (ART) - ART 96 - BOOK ARTS I - 5. Evaluate - A successful student will evaluate craftsmanship in the book arts. (Created By Department - Art (ART))	Assessment Method: Evaluation of student Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014
Course-Level SLO Status: Active	Department - Art (ART) - ART 96 - BOOK ARTS I - 6. Tools & Materials - A successful student will demonstrate safe use of book art tools. (Created By Department - Art (ART))	Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target for Success: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014
Course-Level SLO Status: Active	Department - Art (ART) - ART 96 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from different cultures. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014
Course-Level SLO Status: Active	Department - Art (ART) - ART 96 - BOOK ARTS I - 8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target for Success: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014

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

Unit Assessment Report - Four Column

Foothill College

Program (FA-ARTH) - Art History AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-ARTH) - Art History AA/CA - 1 - Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.</p> <p>Start Date: 09/24/2012</p> <p>End Date: 06/25/2013</p> <p>SLO Status: Active</p>	<p>Assessment Method: Each student will complete a 8-10 page term paper. The paper will address one of six or seven topics provided by the instructor. The student will have 7-8 weeks to complete the paper. There will be a library orientation and paper-writing seminars to support the research and writing process.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: It is expected that the student will be able to write a college-level research paper. The rubric assesses the student on their thesis, research, clarity of thought, critical reading of their sources, quality of sources, bibliography, and grammar. A grade of 50/70 (C) is considered a passing grade, however, 55/70 (B-) is a realistic minimum grade to exhibit competence for this PLO.</p>	<p>11/05/2014 - As also noted in the last Program-Level assessments, we have noticed a small improvement in the general quality of the term papers submitted to both the online and F2F classes in 2013/2014. We are now using Turnitin.com to ensure that our students are properly citing their sources and this has actually freed our time to concentrate on looking at the students' writing and research. Students in Art 2B, 2BH, 2C and 2F (F2F sections) were asked to provide a paper abstract and works cited page before they completed their actual papers and there was a noticeable improvement in the quality of most of the papers, however, there is still room for improvement. The average paper grade for all the above courses (F2F and Online) in 2013/14 was 76%, not factoring-in the paper abstract points; with the abstracts. the average would rise to 82% which does meet the minimum of 55/70 (79%). All F2F students were required to attend a library orientation as part of the Lab component and we continue to offer optional paper-writing seminars. Simon will make these seminars a required part of the F2F courses in 2015 as those students who do attend the seminars write, on average, better papers than those who do not. We feel that we are meeting our Program-Level goals for this PLO, but there are still a few students in each class who do not meet expectations. We feel this is an equity issue as not all students are equally prepared for college-level work and the mandatory paper-writing seminars should help lift those students to a passing standard. We continued to track the highest level of English course taken by our F2F students in 2013/14 (via a student questionnaire at the beginning of each course). The vast majority of all students taking</p>	<p>11/05/2014 - We will make the optional paper-writing seminars a part of the Lab content to ensure that all students have the benefit of this information. We will assess whether or not there is a visible statistical improvement when we look at our courses next year.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Foothill have taken ENG 1A or 1B. We will look at the 2014/15 results at the end of the year and combine them with the 2013/14 information to allow a broader analysis of our courses to ascertain whether completion of ENG 1A before taking our class would significantly increase a student's chances of successfully completing the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This PLO supports the above three GE/IL requirements. Successful students have to read broadly from a selection of primary and secondary sources, develop a topic/thesis, and support the theme with a coherent narrative, demonstrating mastery of the source material. In addition, art history courses demand that the students study a broad selection of cultures and be able to analyze and assess their artistic legacies.</p>	
<p>Program (FA-ARTH) - Art History AA/CA - 2 - The student will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures.</p> <p>Start Date: 09/24/2012</p> <p>End Date: 06/25/2013</p> <p>SLO Status:</p>	<p>Assessment Method: This PLO-SLO is featured on every midterm in all our courses. Students are required to write at least one essay for each exam (one per week for online classes). The following question from Art 2B is typical of the complex questions that require the student to exhibit a mastery of the material. 3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education</p>	<p>11/10/2014 - Students are consistently demonstrating that they are increasingly able to respond to questions that require the students to bring together social, economic, and political factors as they analyze the art studied in each course. The first exam average (in the F2F classes) was 12 for the first exam and increased to 13.5 on the final. The online courses have slightly higher results given that the students have access to their text, modules, and assigned media (films, podcasts, etc.) when they write their</p> <p>11/10/2014 - We have expanded our online offerings over the last year and we will continue to assess this PLO in 2014/15. It is possible that we will craft another PLO in 2014/15 to look at other aspects of our discipline and program.</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>(Humanism), exposure to new ideas, and wealth and status. The exams are graded on a scale of 1-16 with 12-16 considered acceptable. The essay rubric is based on clarity of argument, use of examples, reference to sources (text, etc.), and a willingness to question and critique those sources.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students are expected to score at least 12/16. Ideally, essay scores will improve over the course of the quarter and we look for improvements in critical thinking, organization, and persuasive arguments as a sign of mastery of the material.</p>	<p>responses. They are expected to use (cite) at least two of these sources in each weekly Assignment response. The two exams emphasize the students' own response to the material. The average exam grade for the Art 2A, 2B, 2C, and 2F Online section in 2013/14 was 82%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This PLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Art History course are, by their very nature, interdisciplinary and this PLO requires students to write thoughtfully about the material they study analyzing social, political, and economic factors in the production of art from a variety of cultures and time periods.</p>	