

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** Art History

**Division Name:** Fine Arts and Communication

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

Name	Department	Position
Simon Pennington	Art History	Faculty

**Number of Full Time Faculty:** 1      **Number of Part Time Faculty:** 2

**Please list all existing Classified positions:** Example: Administrative Assistant I

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**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

As predicted in the last Program Review, our enrollement has declined from 2013/14. Last year was a transitional year after the retirement of one full-time faculty member and we taught seven less sections than in 2012/13. This would account for the drop in Enrollment, WSCH, and FTES. We are already on track to reverse this enrollment decline this year as we hired a full-time faculty member who will be teaching seven art history courses this year. The part time faculty will teach six courses, and the other full-time faculty member 15, so we will be back up to 28 sections in 2015/16 and 30 sections in 2016/17.

Overall Student Success decreased from 66% to 65% with more students failing the courses rather than withdrawing. Based on a course-by-course analysis, this shortfall is most evident in the online sections as success rates in the face-to-face sections were better. We did have an increase in success rates for Targeted Groups in 2014/15 (55% up from 51% in 2013/14). This is encouraging, however, success rates for African-American students did not improve as much as we had hoped (up to 37% from 33% in 2013/14). Success rates for Latino students also improved (up to 58% from 55% in 2013/14). We are happy that these Success Rates have improved, but we still have along way to go. We are very much in support of the college's drive for equity and will discuss (in Section 1B below) some measures that we feel will begin to help us close the achievement gap.

Overall, the SLO assessments were successful, but we have noticed that the general quality of writing has declined slightly over the last few years. Our face-to-face courses have required Paper-Writing Seminars which have helped, but we are dealing with an increasingly unprepared student population who have never had to write thoughtful, critical, and well-researched papers before. We will be revisiting our SLO prompts in 2015/16 to integrate ideas from our new full-time faculty member and will continue to emphasize writing and critical thinking.

Our department productivity declined in 2014/15 from 695 to 655 as we did not teach as many high-enrollment online courses. We hope to see this number improve a little in 2015/16, but not as much as we would like given that we are introducing a new faculty member to the students and it will take a year for the enrollment numbers in the new instructor's courses to reach established numbers.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The Art History Department is proud of our involvement in the FYE (First Year Experience) pilot program this year. This program is designed to help traditionally underrepresented students and is a chance for us to implement new teaching methodologies and introduce these students to the visual arts. Already, we are seeing improved results in all areas of performance and we look forward to reporting back on the FYE Art 1 course in our next program review. This will help us in our efforts to close the achievement gap and support the college's drive for equity.

Now that we are back to two full-time faculty again, we intend to re-introduce courses that have not been taught for some time (African, Native American, and Oceanic Art) to make sure our courses represent the diversity of our students. We will also be part of the creation of an Industrial Design department and our new faculty member will be teaching both three-dimensional design courses and traditional art history courses to support this new department (History of Industrial Design).

We have started to use Voicethread feedback in our online courses and students have already responded to this more 'intimate' approach to online education. We will be migrating our courses to Canvas in 2016 and Voicethread will be an integral part of all our online course offerings. We hope this will help improve our online Success Rates.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We will look at student success rates as the key measure of improvement. We would like to see at least a five percent improvement for 'targeted groups' and also like to attract more students from these groups to our classes. As noted earlier, we will be looking at our course offerings in 2016/17 and hope to revive courses that will add to our already broad spectrum of course offerings.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As noted earlier, the Art History department is thoroughly invested in Foothill College's drive for Equity. We are teaching an FYE section of Art 1 specifically designed for underserved student groups and we will be part of the FYE pilot if it is rolled out as a college program next year. The use of Voicethread in our online classes will hopefully be more engaging for our students and we are committed to improving success rates for all our students by integrating new technologies and pedagogical approaches.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
Teach 28-30 sections in 2015/16	2015/16 Academic Year	Course enrollment up 10% from 2014/15
Teach 30-32 sections in 2016/17	2016/17 Academic Year	Course enrollment up 10% from 2015/16
Use Voicethread in all new Canvas (CMS) classes	2016/17	All online courses should use Voicethread (or a similar program) by 2017
Update room 1501 to integrate large monitors to display class notes to help all students follow the lecture content	Fall 2016	Monitors Installed

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Install Monitors in room 1501 to help students with note-taking. We have this money in our Foundation Account (donated to the Art history Department)	\$5000	Update room 1501 help all students take notes and see vocabulary terms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.
**SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY****3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.**SECTION 4: FEEDBACK AND FOLLOW-UP**

**This section is for the Dean/Supervising Administrator to provide feedback.**

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The Art History program, technically part of the Art Department has been a flagship in Fine Arts. The program was a pioneer in distance education, and the course materials are truly first rate by any measure. Having seen these classes firsthand, I can say that when I have the chance, I will certainly enroll!

The Art History Program has both an AA and an ADT, along with a Certificate of Achievement in Art History

**4B. Areas of concern, if any:**

This area is very strong, but I am somewhat concerned about some of the course descriptions moving forward. For example, Art 1:

“An introduction to new ways of thinking about the visual arts, including examinations of the visual elements and artistic media, particularly as they contribute to the development of visual literacy. Includes analysis of western and non-western traditions in the visual arts within a social and historical context.”

This is very well written and thorough explanation of the intent of the class, and is appropriate for any 4 year college or university. However, since this is an Art History class, the prefix “ART” has led many students to think it is a studio art class, as the description may be somewhat over a first year students’ head, so to speak. This has caused many students to drop on the first day over the past year, while others may not realize we offer Art History, particularly if they do not see a counselor prior to enrolling.

**4C. Recommendations for improvement:**

There are 2 ways to approach this: 1) Rewrite the existing course description, which would be the easiest solution, 2) rewrite the existing course description and work with Mary Vanatta in Curriculum to create a new prefix of ARTHIST as Music Technology is doing (MTECH). This is a more complete solution, and tells both students and counselors these are Art History classes, not Studio Art classes.

**4D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Course Assessment Report - Four Column

Foothill College

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The student will write weekly essays (online) and midterm responses (online and face-to-face) that require the student to interpret the artwork produced in a variety of media of contemporary artists whose work exemplifies the creativity of multicultural America.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.</p>	<p>11/21/2015 - Art 1 was taught 11 times in 2014/15 with five sections taught online. This reflection is based on one online section and one face-to-face section from the Fall of 2014. This SLO is featured in the face-to-face midterms, weekly lab discussions, and in the weekly essays and Discussion sessions for the online courses. Students are very receptive to discussions of contemporary artists and issues that relate to their own experiences. The following is a sample question from my Art 1 online course: "2. What is your relationship with knowledge and technology? Please discuss Jean Tinguely, Nam June Paik, and Fernand Léger from your text and look at how their images engage with technology. Do they help you understand your own relationship with technology?" Students were consistently able to relate the work of these artists to their own experiences. WE will continue to vary the artists we discuss and reference themes that directly impact our student's lives (this year, we have talked about terrorism and fundamentalism in the Islamic world - Shirin Neshat's work refers to Muslim women's experiences- and technology and the lack of meaningful lives for young people - Banksy's "Dismaland" seems to speak to our students). Over 85% of students wrote successful responses (12/16 or better) to this SLO prompt in their online courses.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the</p>	<p>11/21/2015 - We will continue to monitor the results for this SLO and intend to keep it as part of our curriculum.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. It encourages students to look deeply at the world around them and assess how their lives are affected by the complex web of politics, technology, and economic change.</p> <p>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.</p> <p>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 analysis of this SLO in 2014/15.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>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.</p> <hr/>

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		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>04/20/2014 - I plan to continue this assessment as it is effective in showing student learning in Art 1.</p> <hr/>
		<p>09/12/2013 - 80-82% of students continued to receive a grade of 8 or higher on the 10 point essay assignment. Despite the fast pace of summer classes (6 weeks instead of 12 weeks per term) students in the early and regular summer session scored higher in general on essay assessments than students enrolled in classes during the regular academic year. It seems that more students enrolled at 4 year universities take summer session online classes and this may account for lower drop rates and higher grades during summer session.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>09/12/2013 - I plan to continue to utilize this assessment as it has been successful. I will also continue to compare success rates between summer session and the regular academic quarterly sessions.</p> <hr/>
		<p>09/04/2012 - 80% of students received a C or better on this essay.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>09/04/2012 - I plan to continue to utilize this assessment as it has been successful.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Mastering the ability to write this paper is essential in the development of analytic and critical thinking skills.</p> <p>09/04/2012 - 84% of students received a score of 8 or higher on essay assessments.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> Mastering the skills required to earn a passing score is essential in developing the ability to evaluate and interpret analyses of artworks in written form.</p>	<p>09/04/2012 - I will continue utilizing this assessment as it has been successful to date.</p>
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 2 - Analyze and Describe - A successful student will be able to Analyze and describe a single actual work of art in an in-depth essay utilizing specific art historical methodology, which focuses on the role of the viewer in creating meaning in a work of art. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/04/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> A successful student will be able to write an essay, which focuses on a single (actual) work of art in a museum context. Students will use a specific methodology (descriptive/deductive/speculative) in analyzing this work of art.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 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>11/21/2015 - Both the online and face-to-face sections of Art 1 incorporate this SLO in the curriculum. All students are required to visit a museum (the F-2-F section also has a required museum orientation lab session) and write a five-page analysis of two works of art. The student is expected to provide a formal analysis, thematic analysis, personal reflections, etc. In Fall of 2014 the average grade for this assignment was 85 % for the F-2-F class and 84% for the online section.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The student is required to respond to art created</p>	<p>11/21/2015 - This is a very popular assignment with our students as it allows them to really apply the course content to the art they are looking at in the museums they visit. We intend to keep this SLO and will also continue to assess the ability of our students to synthesize the art they have chosen to analyze.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>by an incredible diversity of artists, analyze and report on the pieces they have chosen, and directly relate the diverse agendas and opinions of these artists to the student's own lives.</p> <p>04/20/2014 - The Museum Report Essay remains an effective method of proving student ability to utilize the descriptive/deductive/speculative 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>09/12/2013 - 85% of students successfully wrote 3 -5 page essays using a specific three-part analytic methodology and focusing on a single work of art in a museum context. These essays showed creativity and an understanding of the significant role of the viewer in analyzing works of art.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>04/20/2014 - I will continue using this method of assessment.</p> <hr/> <p>09/12/2013 - This was a highly successful assessment and I plan to continue using this format for student learning about art.</p> <hr/>
Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 -	<p><b>Assessment Method:</b> Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know</p>	<p>11/21/2015 - In the Fall of 2014, over the course of three midterms, the average student scored 87%. The first section of the midterm (35 points of a</p>	<p>11/21/2015 - We hired a new full-time tenure track art historian this year and will be revisiting our SLOs</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> 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>total 70) directly relates to this SLO where the student is asked to identify and analyze designated works of art. Although we require much less memorization than teachers did 30 years ago, it is still important to be able to identify and contextualize the art and cultures we study.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students have to identify selected works of art from many cultures and be able to analyze them using the critical tools we master in the course. They are expected to be able to contextualize the visual culture of many civilizations and make sense of the use of art as a tool to understand religious, cultural, and political change.</p>	<p>next year.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 by writing a short analysis of each work of art they are required to know.</p> <p>12/01/2013 - As with the 2011/12 academic year, the results for this SLO indicate that the students are able to identify and discuss the required images for each exam. I am still using the same review sheet format and spend plenty of time in the classroom helping the students develop good study habits. This seems to be the main issue for those students who are not able to successfully identify the required works of art. The points average for this section of the midterms rose steadily from the first exam to the final</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> The ability to recognize a work of art, place it in time and space (location/era), and comment on its significance and meaning is an important skill that allows students to make associations between cultures and understand their importance within the general context of world history. This SLO supports skills necessary for any Transfer Student to succeed in upper-division courses.</p>	<p>12/01/2013 - This assessment supports an important part on any art history course. I do not plan to change the way I either assess students, however, I do feel we need to make sure more students are prepared to study 'effectively.' This conversation needs to take place at the college level.</p>
		<p>09/10/2012 - Student exam results improved over 2010/2011. The average grades on the midterms improved to a B- (56/70). Students stated that they</p>	<p>09/10/2012 - I intend to use the same review sheets for 2012/2013 and add more contextual</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>liked the way the review sheets allowed them to concentrate on important facts and also facilitate their mastery of the themes covered in each unit.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p> <p>This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Communication/Global Consciousness and responsibility core competencies because it requires students to be able to identify, contextualize (time, place, religion, politics, etc.) the cultures we study.</p> <p>10/14/2011 - First of all, all students have a hard time memorizing facts and then applying those facts to a historical and cultural context! In this case those facts are really very important because they help us understand what came before and after an historical period, how to identify a give period based on the artistic style, and most importantly, what the art can tell us about the time and place in which it was made.</p> <p>Findings: 1. The average grade for this section of each exam increased dramatically from exam #1 to the final (on average a four-point increase for an</p>	<p>information, but keep the clearly defined 'facts' that the students need to master for each exam.</p> <hr/> <p>09/10/2012 - I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p>

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		<p>objective section worth 35 points).</p> <p>2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> The initial findings from the fall of 2010 indicate that knowledge of basic facts improved the student's ability to engage with the broader concepts (critical thinking). Returning to this SLO in the fall of 2011, I emphasized the facts I felt the students needed to know by highlighting them on their review sheets. This produced dramatic results and the grade on the first and second exams improved by an average of two points.</p> <p>I feel that the critical thinking skills developed in any humanities course are by far the most important outcomes, however, increasingly students come to us with little basic knowledge of history and context. I realize that if I can help them get a basic grasp of chronology, their ability to understand and contextualize information improves dramatically.</p>	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A</p> <p>successful student will be able to analyze the impact of the environment and social norms</p>	<p><b>Assessment Method:</b> This SLO is addressed by an essay question on the first midterm exam.</p> <p>(I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of</p>	<p>11/21/2015 - In the Fall 2014 section of Art 2A, eight students addressed this topic in their first midterm essays and received an average of 12/16. Five students wrote term papers that directly addressed this SLO and the average grade was 56/70 (B). This SLO was also indirectly addressed in Midterm #2 (Greek city-states and the</p>	<p>11/21/2015 - We will revisit this SLO in 2015/16 and possibly modify it to expand its scope.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/19/2011</p> <p><b>End Date:</b> 12/13/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> 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>development of a culture of 'heroism'). The students did very well and were able to relate the individualistic culture of the Ancient Greek city states to the nature of Greece's topography (average essay score 13/16).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students are required to synthesize geopolitical, geographic, and cultural factors to understand how civilizations develop and change.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</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>

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	<p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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 essentially conservative nature of ancient Egyptian culture, art, and religion.</p> <p>12/01/2013 - This SLO featured in both the traditional face-to-face section of Art 2A and the online course as well. As noted last year, the students were, on the whole, able to develop and understanding of how environment can help shape civilizations/cultures. I did spend more time this year establishing the geographic and environmental factors that helped shape Ancient Egyptian culture. The five papers that dealt with this subject did a nice job drawing associations between factors like the Nile river and surrounding deserts with the optimism of Egyptian culture. The average essay score for this topic was 57/70 (B)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> I am currently reviewing several films that might help our students gain a broader understanding of the link between environment and the development of cultural norms.</p> <p><b>GE/IL-SLO Reflection:</b></p>		

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		<p>This SLO directly supports the general GE goals by providing the student with a broader context for the development of cultures. They must understand world geography and different climate zones to fully grasp the development of the cultures they study.</p> <p>09/10/2012 - #2 This SLO featured on both the second midterm exam and was also an optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). The average grade was 12.5/16. The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.</p>	<p>09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.</p>

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		<p>in the first exam. The essay question was successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.</p>	<p>09/10/2012 - This SLO featured on both the second midterm exam and was also a optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). Average grade 12.5/16</p> <p>The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p>
			<p>10/14/2011 - I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge.</p> <p>I will assess this SLO again in the fall of 2011 after spending more time with this issue in the class</p>

Course-Level SLOs	Means of Assessment & Target / 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 - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/07/2013</p> <p><b>End Date:</b> 03/26/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This SLO will be assessed based on student responses to essay question(s) on the second and third exams ( Midterm #2 and Final) and the term papers that addressed this question.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> 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>11/21/2015 - This SLO is featured in both the online and F2F sections of this course (one F2F and three online sections in 2014/15). The average responses for the F2F section were generally a little better than the online responses. The F2F prompt was - 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 (Humanism), exposure to new ideas, and wealth and status. Of seven students who chose to respond to this question of midterm #2, the average grade was 12/16 which leaves much room for improvement. The online sections answered the following question: 2. Discuss the economic, political, and social factors that precipitated the development of new economies and a 'new art' in Italy in the 14th century. What role did art play in these new urban economies? The average grade for students who answered this question was 8/10. In both cases, this SLO was supported by lecture content, lab Discussions, and video content.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The student is required to look at economic, political, and cultural factors and assess</p>	<p>lectures.</p>
			<p>11/21/2015 - This SLO will be review this year to incorporate ideas from our new full-time colleague.</p>

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		<p>how they affected the production and themes in art. This synthesis must be discussed in the form of a critical essay.</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 winter F2F midterm responses to a question based on this SLO (Please discuss Humanism in specific reference to the art commissioned by important patrons like the Medici. Why were they so fascinated with Greek and Roman culture?) were excellent. This question was answered by seven students with an average grade of 14/16 (very good!). Because the question requires the student to look at the Renaissance economy, new mercantile classes, and art production as related themes, it did produce some the the best in-class essays of the whole course. I was also impressed by the online Discussion based on this theme (After studying many of the paintings we are studying in chapter 20 (15 in some texts) it is evident that some of the patrons (the actual people who paid for the art) are actually featured in the religious scenes (look at images 20-4, 20-9, 20-12, and 20-17). What does this, to us, unusual inclusion of the donors tell us about economic, social, and religious changes taking place in Europe in the fifteenth century? Why did the donors have themselves included in the paintings they commissioned?) as the students did a really nice job bringing the various elements (economic, social, etc.) together.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>11/03/2014 - This is an important and successful SLO and I will continue to introduce these themes into essay questions, discussion prompts, and term paper topics.</p> <hr/>

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		<p>This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to think about the development of modern capitalism and assess the development of new social classes within the context of this developing economic 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>12/01/2013 - This SLO continues to bring out the best in the students. It was addressed in the face-to-face section in the Winter and in the three online sections. I have added more films from Films on Demand, Lab Discussion questions, and primary source material to support this SLO and the students really seem to relate to the material. The online students did a nice job with their assignment essays and the Winter face-to-face section was equally successful with all 11 students who answered this question getting 12/16 or above for this prompt.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>
		<p>09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to</p>	<p>09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online</p>

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		<p>support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>	<p>Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.</p> <hr/>
		<p>10/14/2011 - I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series. The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</p>	<p>09/10/2012 - I will continue to feature this theme on the second and third midterms and assess the outcomes for the 2012 course.</p> <hr/>

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		<p>Creative, Critical Thinking and Analytical Thinking and Community/Global Consciousness and Responsibility ILO. This SLO requires the student to consider the impact of new economies (in this case, capitalism) on the development of artistic production. There is a clear relationship between economic innovation and scientific innovation.</p>	
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3 - Bibliography - A successful student will be able to assemble and use an appropriate bibliography (works cited page) for the required term paper. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/03/2011</p> <p><b>End Date:</b> 03/22/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>11/21/2015 - Every student who completed all four section of Art 2B in 2014/15 wrote a term paper. All F2F students wrote abstracts, including a Works Cited section, which were assessed and graded by the professor before they began writing their term papers. This have helped improve the term papers and the quality of the papers improved (80% up from 68% in 2014). We will add required abstracts to the curriculum for all online courses in 2016/17 after we have migrated all our courses to Canvas.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO supports good research and applies directly to all the GE/IL requirements as these skills allow our students to engage with the world in an informed and critical manner.</p> <p>11/03/2014 - Based on my findings last year, I introduced another component to the F2F term</p>	<p>11/21/2015 - We will add required paper abstracts to online courses when we migrate to Canvas in 2016.</p>

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		<p>paper and required that all students submit a paper abstract three weeks before the paper was due. This did encourage students to begin work earlier and produced much improved Works Cited pages and more focused topics. These abstracts did produce mostly 4/5 or above for the works cited pages. However, the quality of the papers (the grade being based on the actual papers) was a little lower than expected. The class average was a C+. The online sections wrote shorter papers and the average for the fall and winter sections was 77%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to assemble an acceptable college-level Works Cited page complete with primary and secondary sources. They are expected to read and master these sources and report on their research in a paper presented in the MLA format.</p>	<p>11/03/2014 - Although I feel most Art 2B students were able to assemble an appropriate Works Cited page for their research papers, I still feel there is much room for improvement. I have tried to establish a direct correlation between the level of English class completed (ENG 1A, 1B, etc.) and the quality of a student's writing and, based on information I have from my student questionnaires, there is not a direct link. I feel I need to offer more paper-writing seminars and, either make them mandatory and offer points for attendance, or encourage more students to attend with extra credit points. As noted last year, students who attend the paper-writing seminars write (on average) better papers than those who do not.</p>
		<p>12/01/2013 - 36 students wrote a term paper in the Winter face-to-face section of Art 2B and only two students earned a grade below C. The general quality of the papers was improved over 2011/12 and I would like to think this had something to do with the increased emphasis I placed on this assignment. I intend to make the optional paper-writing seminars a regular lab session and will track the results this year.</p> <p>The online sections were slightly less successful with more 'C' grades. I feel this might have something to do with the ability of some students to access reliable resources to write their papers</p>	<p>12/01/2013 - Make paper writing seminars mandatory.</p> <p>In the online sections add a section to the Modules to specifically address how to access appropriate primary and secondary sources.</p>

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		<p>(Winter Art 2B Online 35 papers - One F, 16 C's).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	
		<p>09/10/2012 - 41 students wrote a term paper in the face-to-face class in the winter of 2012. 30 students received a C or above and we still had 11 papers with grades below a C. I spent more time discussing paper organization in the library lab session and offered two optional paper-writing seminars, however, only 11 students attended these sessions. It is interesting to note that of the 11 sub-standard papers, six actually had acceptable bibliographies, so I am more convinced that the problem has more to do with general college preparedness.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly</p>	<p>09/10/2012 - For 2012/2013 I will devote one online lab session to discussing the paper (both research and writing) and will offer extra credit to encourage students to attend the paper-writing seminars. of the students that attended the two sessions, all but one wrote acceptable (47/70 or above) papers with adequate bibliographies.</p>

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		<p>information-rich world we live in.</p> <p>10/14/2011 - 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	<p>09/10/2012 - I was unhappy to see so many (19% of all essays) sub-standard papers. In all cases, they were not well researched and it was quite obvious that most had been written a few days before they were submitted. For 2011/2012 I have included paper-writing seminars and will spend much more time in class and in the library-lab session discussing the paper writing process.</p>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 1 - Analyze and Describe - A successful student will be able to analyze and describe specific works of art with reference to their social, political, and theological context. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 01/04/2010</p> <p><b>End Date:</b> 03/23/2010</p>	<p><b>Assessment Method:</b> Midterm essay or term paper. The student should be able to use the skills/techniques/strategies learnt in class to analyze selected works of art from the period ca. 600 - 1550 to expose meaning.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>11/03/2014 - The Art 2BH students were very successful in 2014 with all students who finished 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><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b></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>

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<b>Course-Level SLO Status:</b> Active		<p>2013-2014</p> <p><b>GE/IL-SLO Reflection:</b>            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>09/10/2012 - 34 students completed Art 2BH in the spring of 2012. The average grade from the midterms was 64/70 (A) and the term paper 59/70. Despite the lower average for the term paper, the grades reflect problems with the quality of research rather than the actual critical responses to the primary and secondary source material.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2011-2012</p> <p><b>Resource Request:</b>            None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>09/10/2012 - The quality of writing and analysis in the 2012 Art 2BH was quite good. Students responded well to the course content and wrote thoughtful essay responses in their exams. I will teach this course again in 2014 and will increase the primary source reading as the students seem more than capable of synthesizing more complex sources.</p>
		<p>10/14/2011 - All the students in Art 2BH for the Winter of 2010 addressed this SLO in every exam and term paper. The data is rich, but the average grade on the midterm essay for the class was 13/16 and the paper average was 60/70.</p> <p><b>Result:</b>            Target Met</p>	<p>10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	
<p>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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 01/04/2010</p> <p><b>End Date:</b> 03/23/2010</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This SLO is specifically addressed by the essay question of the first midterm.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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</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>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>(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>09/10/2012 - Exam #1 included the following question: Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture. This question required the student to comment on Germanic and Celtic influences on Early Christian art. 15 students chose to answer this question and the average grade was 12/16. Students wrote solid responses, but often failed to provide cogent examples to support their general narrative. Average essay grades improved on the second exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	<p>09/10/2012 - I have no plans to change my approach to this SLO as it is well supported by the lecture content, text, lab discussion, and assigned films. I will assess this SLO again in 2014.</p>
		<p>10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p>	<p>09/10/2012 - I feel this SLO is well supported by the lecture content, lab discussions (session #1), and the text. I do not plan to change the way I present this information, but will assess it again in 2012.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	
<p>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><b>Start Date:</b> 04/11/2011</p> <p><b>End Date:</b> 06/28/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b>  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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b>  A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</p>	<p>11/21/2015 - This SLO featured in both the F2F and Online sections of Art 2C in 2014/15. The online section prompt (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.) was answered by 14 students and the average grade was 8/10. The F2F section prompt for the term paper (2. Develop a definition for the term Romanticism. Specifically, try and come to terms with a specific artistic manifestation of this tumultuous era.) required the students to look at the Romantic movement and contextualize this sensibility to the realities of industrial development. Five students responded to this prompt and the average paper grade was 59/70 (B).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>  This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global</p>	<p>11/21/2015 - Although this SLO was generally successful in 2014/15, the term papers were a little weak. The required abstracts should have improved the quality of the papers. With this in mind, we will spend more time supporting this SLO in the lectures and online Module content.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in the form of a critical essay or a more-developed term paper.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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</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> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>tumultuous of eras.</p> <p>12/01/2013 - This theme did not directly feature in an exam essay question in 2013, however, three students did write term papers that dealt with the impact of industrial development on artistic production. All three received a B or above. This theme was featured in the Lab/Seminar and the group received a 27/30 for their seminar grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.</p>	<p>12/01/2013 - This SLo will be featured in both the online and face-to-face courses this year. I will assess the results over the summer, however, students have responded well to this theme in the past.</p>
		<p>09/12/2012 - Two students featured this theme in their term papers in 2012. Both received above 60/70 on their term papers. In both cases they did an good job looking at the impact of industrial development on the production of art (commercially produced paints, etc.) and the themes in early nineteenth-century art (poverty, dislocation, wealth).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p>	<p>09/12/2012 - Art 2C will be taught in 2013 and I intend to further support this SLO with a lab discussion and video content available via FIlms on Demand. The text and lecture content already emphasize the themes in this SLO.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.</p> <p><b>10/14/2011 -</b> This topic was addressed in only two term papers and both received 60/70 or above. Eight students wrote an exam/essay response to this SLO and seven received 12/16 or above.</p> <p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2010-2011</p> <p><b>Resource Request:</b>  None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers social, technological, and political development.</p>	<p>09/12/2012 - I feel this SLO was well supported by the lecture content in the 2011 class. The results were good and the course content supported the students' learning.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2</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><b>Assessment Method:</b>  As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include</p>	<p>11/21/2015 - This SLO featured in both the F2F and online sections in the form of short essay responses and an optional topic for the term paper. It was a popular question of the first midterm and students did very well in both the F2F class and the online class (1. How was art a "weapon" in the hands of the Counter-Reformation Popes? Perhaps look at examples of painting, sculpture, and architecture that supported the</p>	<p>11/21/2015 - As noted in other SLO responses, we will revisit this SLO in 2015/16 and incorporate feedback from our new full-time colleague.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.	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>Church's agenda.). The average essay grade F2F was 13/16 and online 13/16 for the Week #3 Assignment essay. In addition, six students dealt with this theme in their term papers and earned an average 61/70 grade. We feel the required paper-writing seminars helped improve these papers.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>Resource Request:</b>            None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students must interpret and discuss complex theological issues and assess how political and economic changes combined with new economies and knowledge shaped this tumultuous period.</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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            None at this time</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>12/01/2013 - This SLO is a key theme on the first midterm and was again featured as a possible Term Paper topic. Of the 39 students who took the first midterm, five responded to the question related to this theme and four received 12/16 or above. Five students addressed this theme in their term papers and all five received 58/70 or above.</p> <p>The online section also featured this SLO theme and the papers were generally successful, although, as noted in a previous reflection, I do feel I need to further address research techniques in the course modules.</p> <p>I feel the course does a good job addressing this SLO and do not intend to alter the COR.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>12/01/2013 - I will add content in the Course Modules of the online section of this course to support the preparation (research) and writing of the Short Paper assignment.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> <p>09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question.</p> <p>1. How was art a weapon in the hands of the Counter-Reformation Popes?</p> <p>Eight students opted to answer this question on the first exam and all scored 12/16 or higher. Three students addressed this question on their term papers and only one received a score of 60/70 or higher. The reason did not relate to the handling of the subject matter, but had more to do with the quality of the sources, research techniques, and preparation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p>	<p>09/12/2012 - I feel the problems in the essay-writing will be addressed by a required essay-writing lab/seminar which will be introduced to all my classes this year (2012/2013). The SLO is supported by the lecture content and text as well as the lab discussion sessions and ancillary readings.</p> <hr/>
		<p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70 or above. All seven exam essay responses received 12/16 or above.</p>	<p>09/12/2012 - This is a complex SLO that requires an in-depth knowledge of Counter reformation theology. The students did an excellent job</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b>  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><b>Assessment Method Type:</b>  Research Paper</p> <p><b>Target:</b>  A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>	<p><b>Result:</b>  Target Met</p> <p><b>Year This Assessment Occurred:</b>  2010-2011</p> <p><b>Resource Request:</b>  None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the Counter Reformation changed the way Roman Catholics thought about their faith and added energy to Catholic countries' efforts to spread their faith around the globe. The ramifications of this 'colonial' expansion are still very much being debated in the colonized countries to this day.</p>	<p>synthesizing this information. I will support this SLO with lab discussions and video content in 2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Start Date:</b> 09/04/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful students will participate in class discussions by responding to a series of questions based on weekly readings and lessons.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> 80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.</p>	<p><b>11/21/2015 -</b> The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.</p> <p><b>04/20/2014 -</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>09/12/2013 -</b> Over 80% of students participated in class discussions by responding to a minimum of 1-2 questions (weekly) based on readings and lectures. Students in Art 2E are generally highly interested in the subject of women artists and participation in class discussions is active and ongoing.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p><b>11/21/2015 -</b> This SLO will be assessed in 2015/16. We will contact the adjunct professor who teaches this courses and retroactively complete the 2014/15 reflections.</p> <hr/> <p><b>04/20/2014 -</b> I have posted more announcements to the effect that student participation in discussions is required and this seems to have generated more posts from students. I will continue the assessment method and the announcements reminding students that active participation in discussions is required.</p> <hr/> <p><b>09/12/2013 -</b> I will continue to require participation in class discussions as a valuable means of evaluating students in this class.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>09/04/2012 - Over 80% of students participated in discussions by posting responses to lesson questions and replies to other student postings on a weekly basis.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> Participation in online discussions is critical in promoting understanding of the history of women in art. These discussions also create class cohesion and ongoing dialogue about the material covered in text and lessons.</p>	<p>09/04/2012 - By making online class discussions a requirement, more students have posted significant responses to questions about lessons and this assessment has become an even greater success; I intend to continue using this method of assessment.</p> <hr/>
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 2 - Analyze - A successful student will be able to analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 75-80% of students will receive a grade of 8 or higher on a 10 point scale.</p>	<p>11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.</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</p>	<p>11/21/2015 - This SLO will be assessed in 2015/16. We will contact the adjunct professor who teaches this courses and retroactively complete the 2014/15 reflections.</p> <hr/> <p>04/20/2014 - This assessment is an overall success and I will continue to utilize this method of analyzing student work.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p>09/12/2013 - 80% of students received a score of 8 or higher on weekly essay assignments related to women artists and based on readings in text and lessons.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> I will continue using weekly essay assignments as a means to evaluate student learning as the assignments have been successful thus far.</p>	<p>09/12/2013 - I plan to continue this effective means of assessing student writing and critical thinking regarding the subject of women artists in history.</p> <p>09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.</p>
<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 specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/03/2011</p>	<p><b>Assessment Method:</b> This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures.</p> <p>1. Just looking at this statue of the Buddha,</p>	<p>11/21/2015 - The second exam has a short essay prompt (1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.) that directly supports this SLO. All 18 students who took the first midterm could identify at least four attributes/symbols in the image they were shown for this prompt. This SLO was also featured in the</p>	<p>11/21/2015 - This SLO will be revised in 2016 by the new instructor who will be teaching the course.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 03/22/2011 <b>Course-Level SLO Status:</b> Active	<p>can you identify any attributes (physical, symbolic, etc.) that are important.</p> <p><b>Assessment Method Type:</b>            Exam - Course Test/Quiz</p> <p><b>Target:</b>            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>online section (1. Please describe a typical sculpted image of the Buddha from the Gupta period. Mention at least four important features of his anatomy (or symbolic gestures) and explain why the image looks the way it does. You might want to start with the statues on page 112.) and of the 10 students who chose to respond to this question all were able to identify at least four attributes of the Buddha.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>Resource Request:</b>            None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.</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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            None at this time</p> <p><b>GE/IL-SLO Reflection:</b>            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>12/01/2013 - 26 students took the second midterm and seven opted to answer the essay question</p>	<p>11/05/2014 - I will continue to include this SLO-question for the 2014/15 class, but might expand the exam prompt for the 2015/16 course.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>dealing with this SLO (1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.). All seven students were able to identify at least four attributes of the Buddha.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to fully integrate and understand another way of seeing and doing. In this case, how the Buddha's many manifestations and meanings are represented in art using culture-specific symbols and gestures.</p>	<p>12/01/2013 - As noted in my last reflection, I do feel the course content adequately supports this SLO. I have added more supporting material from Films on Demand and one of the scheduled Lab Discussions dealt with the SLO theme as well.</p> <hr/>
		<p>10/14/2011 - Given the rather specific nature of this SLO, I expected the students to have a hard time identifying at least four attributes in the Buddha image they saw to accompany this question, however, the exam responses were perceptive and quite comprehensive with 7/21 students identifying at least five attributes and the balance all demonstrating a knowledge of at least three attributes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is</p>	<p>09/12/2012 - Based on my findings, I feel that the content of the course is adequate to support this SLO. I have not taught Art 2F since 2011, so I will revisit my curriculum this fall (2012) as I prepare to teach Art 2F in the winter of 2013. I will be adding a specific Lab/Discussion supporting this SLO and I have found several films on Films on Demand that Will also further strengthen the students' ability to identify Buddha iconography.</p> <hr/>
			<p>10/14/2011 - An important SLO for this course and the data supports a positive assessment based on the data for the spring 2011 class.</p>

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		<p>required to fully integrate and understand another way of seeing and doing. In this case, how the Buddha's many manifestations and meanings are represented in art using culture-specific symbols and gestures.</p>	<p>I will assess this SLO again in the next Art 12 cycle.</p> <hr/>
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 2 - Bibliography - A successful student will be able to demonstrate the ability to assemble a suitable bibliography to support the required research paper. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/03/2011</p> <p><b>End Date:</b> 03/22/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Students must earn a 4/5 or better as per the paper assignment rubric.</p>	<p><b>11/21/2015 -</b> The results for both the online and F2F papers in 2015 were not as good as wished. The average grade for the online course was 78% and F2F 76%. The main reason for this was that only 21 of 29 online students submitted papers and only 15 of 18 F2F students. For those who did submit papers the average grading on the rubric was 3.5/5 for the bibliography.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO supports the good research and critical writing skills necessary for success in all courses and the workforce in the 21st century.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO supports the good research and critical writing skills necessary for success in all</p>	<p><b>11/21/2015 -</b> Evidently, we need to spend more time helping students with their essay research and preparation in this course. All students have to attend a library orientation and a paper-writing seminar and submit an essay abstract, but the students who did not eventually submit term papers did change the overall class results. Most students did actually submit good research papers with appropriate sources, so we will have to make sure to emphasize this theme in 2016. The new full-time instructor who will be teaching this course in 2016 will revisit this SLO.</p> <hr/>

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		<p>courses and the workforce in the 21st century.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at This time</p> <p><b>GE/IL-SLO Reflection:</b> 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 primary and secondary sources to support their term papers.</p>	
		<p>12/01/2013 - 22 students wrote a research paper in the Winter 2013 section of Art 2F. 20 earned a 'C' or above. I spent more time preparing the students for the paper and I feel this was time well spent as the average paper was much improved over the last assessment in 2011. However, there is still room for improvement.</p> <p>In the Spring online section, all 17 students received a C or above on their Short Papers.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</p>	<p>12/01/2013 - As noted in other assessments, the Optional Paper Writing Seminar will become a mandatory part of the Lab section of the course, however, more students attended the optional seminars in 2013 and I feel this partially accounts for the improved results on the papers. I will also add a Paper Writing Module in the online section.</p>

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		<p>Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p>	
		<p>10/14/2011 - This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p>	<p>09/12/2012 - This course was not taught in 2012, however, I have introduced paper-writing seminars in all my courses. There has been a modest improvement in the quality of the papers (bibliographies, etc.). I will make this seminar a required lab session for winter 2013.</p> <hr/> <p>10/14/2011 - I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 80% of students will receive a score of 8 or higher on the 10 point scale.</p>	<p>11/30/2015 - 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. Essay questions on American art are based on weekly assigned readings on the subject in text and lessons. Understanding and critical thinking regarding the use social history in analyzing artworks is a critical component of current art history and these written assessments were created based on this methodological approach to the study of art history.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in the form of a critical essay.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in</p>	

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		<p>the form of a critical essay.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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>09/12/2013 - 80% of Art 2J students received a score of 8 or higher on weekly essays using social history as a means of identifying and assessing the artistic contributions of a variety of culturally distinct groups in America.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>09/12/2013 - I plan to continue using this assessment method as it allows successful evaluation of student learning.</p>
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 2 - Movements - A successful student will be able to identify and discuss a variety of defining art historical (and cultural) movements (e.g., Harlem Renaissance, Photo-Secession, etc.) and styles (e.g., Postmodern, Abstract Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p>	<p><b>Assessment Method:</b> 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 80% of students will receive a grade of 8 or higher on the 10 point scale.</p>	<p>11/30/2015 - Over 80% of Art 2J students succeed in earning scores of 8 or higher (out of a total of 10 possible points) for weekly essays, which display understanding and analysis of a variety of movements and styles in the history of American art. Throughout the quarter, student assessments show a progressively better comprehension of past styles (e.g., Colonial or New England architectural styles) and the ways that they inform more recent styles, such as post-Modernist</p>	

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<p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>architectural styles. Analysis of historical styles/movements in these weekly essays promotes a more in-depth of artworks produced over a period of time in America.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments.</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 (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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</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>
		<p>09/12/2013 - 81% of students earned scores of 8 or higher on essays that included questions on</p>	

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		<p>movements and styles in American art history.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p>09/04/2012 - 82% of students earned a score of 8 or higher in weekly essays based on American art, using a social history of art as method of analysis. These essays were important in gaining an understanding of styles and movements in American art.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b> Use of social history as a method for understanding the diverse arts (as well as styles and movements of art) produced in America is important in the development of critical thinking and other skills.</p>	<p>09/12/2013 - I plan to continue this method of evaluation as it has proven successful.</p> <hr/> <p>09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.</p> <hr/>
<p>Department - Art (ART) - ART 3 - MODERN ART &amp; 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><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 12/12/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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</p>	<p>11/21/2015 - Of the 32 students who completed the course, the majority were able to satisfy this SLO on the first and second exams. The essay responses averaged 12/16 and six term papers also addressed this SLO. The average grade was 61/70 (B) for students who looked at Cubism and Surrealism in their paper topics. The essays were graded on both the quality of the sources and the development of the critical narrative. Students were able to place these movements with the context of the major developments in modern science (psychology, physics, etc.) and culture.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>11/21/2015 - We will revisit this SLO in 2015/16 with input from our new art history colleague who is teaching Art 3 this year.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	3/3 on the short answer/vocabulary questions.	<p><b>GE/IL-SLO Reflection:</b>  This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a rather difficult one to assess as there is so much for the student to master, however, the course focuses on the social context of modern art and constantly interposes the scientific, cultural, and economic changes of the twentieth century with the development of modern art.</p> <p><b>GE/IL-SLO Reflection:</b>  This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a rather difficult one to assess as there is so much for the student to master, however, the course focuses on the social context of modern art and constantly interposes the scientific, cultural, and economic changes of the twentieth century with the development of modern art.</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> <hr/> <p><b>Result:</b></p>

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		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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 broad range of knowledge about the social factors influencing the production of art over the last 140 years.</p>	
		<p>12/01/2013 - 21 students took the first midterm in 2012 and six opted to answer the question related to this SLO ( How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?). As with the last assessment, the responses were very good (average 12/16) and I feel the course content continues to support this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>12/01/2013 - I do not plan any major changes at the moment, however, the students have had access to more video content via Films on Demand and the online lab Discussion have further supported this outcome.</p>

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		<p>both the exams and term papers related to this SLO.</p> <p>eg. 2. How did the Futurists, De Stijl, and the Constructivists adapt Cubist principles to their respective agendas?</p> <p>I like these questions because they require the student to contextualize everything they have learned. The students who answered question 2 (above) received an average grade of 13/16 on the first exam. I was quite happy with the general responses and I feel the lecture content and text do a nice job supporting this SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>09/12/2012 - The results for this SLO were good for 2011/2012. I am teaching this course in the fall of 2012 and plan to include more video content from Films on Demand to support the overall aims of this SLO. The new edition of the text does a better job with contextual analysis, so this should also help, but I spend a lot of time in the lectures emphasizing the dominant styles and the reasons for their development. I will assess how the new video content helps the students in 2012 in the next assessment cycle.</p> <hr/>
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b></p>	<p>10/14/2011 - Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915). I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to</p>

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		<p>None at this time.</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p> <p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>include an assessment of how the student uses his/her primary source material.</p> <p>10/14/2011 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience.</p> <p>Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).</p>
<p>Department - Art (ART) - ART 3 - MODERN ART &amp; 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><b>Start Date:</b> 09/20/2010</p>	<p><b>Assessment Method:</b></p> <p>This SLO can only be assessed in the form of an essay.</p> <p>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</p>	<p>11/21/2015 - This topic was popular with students who examined Pop art in their term papers (3. Please consider Dada and Pop Art and discuss their similarities and differences.) and also chose to respond to this theme in the final exam (4.What did the Pop artists discuss in their art? Why did they feel these subjects were important?). The average grade for the four term papers on this topic was 62/70 and students averaged 13/16 on their final exam essays.</p>	<p>11/21/2015 - This SLO will be revisited in 2015/16 by the new full-time art historian to reflect her fall 2015 Art 3 course results.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 12/14/2010 <b>Course-Level SLO Status:</b> Active	<p>'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><b>Assessment Method Type:</b>            Essay/Journal</p> <p><b>Target:</b>            The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>Resource Request:</b>            None at this time.</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The student is required to come to terms with the diversity of cultures present in twentieth-century America and look at how our consumer culture and economic diversity is reflected in popular culture.</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><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2013-2014</p> <p><b>Resource Request:</b>            none at this time</p> <p><b>GE/IL-SLO Reflection:</b>            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>12/01/2013 - Three students addressed this SLO in their term papers and five answered the short answer question on the final exam involving this</p>

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		<p>SLO as well. For both the exam question and term paper, all students received a passing grade of 12/16 or above and 58/70 or above respectively.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p> <p>09/12/2012 - Based on my previous reflections, I did show the students more video content concerning Pop Art and they liked the film ("Who Gets to Call it Art?"). Six students answered the following question for their term paper (3. Please consider Dada and Pop Art and discuss their similarities and differences.) Five of the six earned a 60/70 or better and the one student who did not meet the standard mainly had issues with essay organization and his bibliography. I feel the extra film content supported the lecture content and assigned reading.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I will see if we can add more specific content to Films on Demand.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the</p>	<p>text (via Films on Demand) have helped the students with this SLO. I will assess the Fall 2013 results and then see if I need to change the COR to further support this learning outcome, however, the students have been successful thus far.</p> <hr/> <p>09/12/2012 - I will teach this course in the fall of 2012 and see how the new text and required online lab discussions support this SLO. The lecture content will be very similar and I will show the film (mentioned in Assessment Findings) on Pop Art again. I also plan to feature this SLO in a question on the final.</p> <hr/>

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

# 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><b>Start Date:</b>            09/22/2014</p> <p><b>End Date:</b>            06/26/2015</p> <p><b>SLO Status:</b>            Active</p>	<p><b>Assessment Method:</b>            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><b>Assessment Method Type:</b>            Research Paper</p> <p><b>Target:</b>            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>11/21/2015 - In the 2014/15 academic year, the average paper grade was a C+ (78 %) based on 15 courses (online and F2F) with the F2F average a little higher (79%) than the online average of (77 %). We have worked very hard to incorporate Paper-Writing seminars and required Paper Abstracts into the F2F courses and the quality of the papers does meet the minimum competence and is close to the desired B/B- average. However, despite this effort, the overall quality has remained consistent indicating that either the average student arrives at Foothill less prepared to work at the college level, or we still need to find more ways to work with every student on their writing. Online courses have a slightly lower average as these students spend less time on their work and have a less access to the needed resources given their disparate geographic locations. We will address some possible solutions to the online/F2F discrepancy in the planning section.</p> <p><b>Result:</b>            Target Met</p> <p><b>Year This Assessment Occurred:</b>            2014-2015</p> <p><b>GE/IL-SLO Reflection:</b>            This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Good writing and research skills support everything our students do in their academic careers. Our students have access to a massive amount of information online, but if they do not know how to assess and report on their sources, this surfeit of information is</p>	<p>11/21/2015 - We would like to see the online and F2F paper grades improve in 2015/16. The paper-writing seminars are mandatory as are the paper abstracts. We are working with our students to improve their writing and research skills, but will incorporate the required abstracts and paper-writing components into the online courses when we migrate to Canvas. We will assess this PLO in 2016.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-ARTH) - Art History AA/CA - 2</p> <p>- 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><b>Assessment Method:</b> 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 (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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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>useless. This SLO supports basic information literacy.</p>	
<p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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 (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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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>11/21/2015 - As with earlier years, this has been a successful PLO. All art history courses feature this PLO as a core course goal. The average exam grade in 2014.15 for all F2F courses was 85% and 12.5/16 for the essay components. Online essays averaged 13/16. Scores do improve in each course from the first midterm to the final in F2F classes, but online course essays have a less obvious improvement with a 12/16 average on early essays and 13/16 on the last few assignments. We will address possible solutions to this in the next section.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Strong writing skills are essential for success in college. In addition, an ability to synthesize many factors (political, social, etc.) into a narrative is also essential to be able to fully understand how societies work.</p>	<p>11/21/2015 - Despite the fact that we met our standards, there is much room for improvement, especially with the online classes. We have begun to integrate Voicethread videos in the online courses to provide more direction for the assignments and short papers. All online courses will integrate Voicethread when we migrate to Canvas. We will assess whether this improves student performance in 2016.</p>