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: Studio Art

Division Name: Fine Arts and Communciation Division

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

Name	Department	Position
Hilary Gomes	ART	Studio Art Instructor
Joe Ragey (retiring June 2016)	ART/GID	Art/Graphic Design Instructor
Andy Ruble	ART	Art/Ceramic Instructor

Number of Full Time Faculty: 3 **Number of Part Time Faculty:** 3

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

Anthony Kitagawa, Ceramic Technician

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.

The ART program did well last year, however, following overall college wide trends, it lost 4.6% productivity according to the data. Enrollment shrank slightly from 2765 to 2669, primarily due to a reduction in class sections, retirment of full time faculty and a lagging college wide enrollement overall. Considering we lost a full time facutly position due to retirement and saw a reduction of 4 % in FTEF, we believe did very well with enrollment trends. The accomplishment we are most proud of is the AT degree approval which will help meet college and state goals for transfers. We also added new Industrial Design classes to our ART curriculum in our pursuit of this segment of the student population. We have listened to our students and are preparing additonal Industrial Design classes for the ART department. This will allow our students to transfer more effectively to 4 year colleges and university. The additional loss of 10 sections of classes from 2012-13 down to 137 form an all time high of 147, is also a reason for partial reduction in WSCH. Due to a loss of painting and drawing classes at MC we also lost some productivity. We added digital painting to MC in spring of last year and it has been very successful continuing this year with double last year enrollment. These digital painting classes will transfer from MC to the new campus in fall of 2016, adding productivity and increasing offerings and add to the success of the new campus. We hope to create more campus based digital art classes to add to our offerings and increase productivity at the new campus.

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.

1. Printmaking Course Offerings and Technician
We would like to offer Introduction to Printmaking class, a course on our required Studio Art For transfer AA degree once a year. For the remaining printmaking, relief, intaglio and screenprinting we would like to offere these courses in continuing education along with the deactivated course Books as Art and Paper Arts. We need a printmaking technician to maintain the room and solvents for Introduction to Printmaking. The decision to offer less printmaking is based on the low enrollment of these courses. The imrovement of having a printmaking technician would to improve the saftey of the printroom.

2. Industrial Design and/Illustration ART Faculty Hire and Course Offerings
Last year we set a goal to hire a full time faculty member with expertise in either Illustration and/or industrial Design. We have new courses in Industrial Design and are waiting for these courses to be offered. New part time or full time faculty need to be hired to offere these courses. These course would align with the 3-D Printing courses from the BSS division. We would also like to start offering these course at least once a year. This year 2015-16 we are writing a new course called Introduction to Illustration to attract more students in the major of Illustration. This will be a hands on art technique class that will compliment the digital illustration art classes in the Graphic Design class.

3. Online 3-D Foundations
We offered the first 3-D Foundations class summer 2015. We would like to offer this fully online course. If we do this we can provide a fully online degree in Art.

4. Figure Drawing
Figure drawing offered three times a year
Last year our goal was to continue offering Figure Drawing more often for students. Since figure drawing is on our Studio Arts for transfer degree we need to start offering this course three times a year.

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 use student increase enrollment, success in class outcomes and the addition of updated SLO and PLOs to measure our success. Enrollment numbers are part of success but so are transfer rates and we continue to see improvement in transfer rates as evdienced by Students requesting letters for transfer recommendations to USC, CSU and many private art schools and universtiy including CCA, SFI and AAU in the local area.

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.

We will spend time discussing how we will work with equity and online students with the migration of Canvas. We will incorporate video and sound options for critique, discussion and communication in online courses. We will make sure all of our course content online is assessible for students. We will continue to offer "clean room" art courses at the new campus to facilitate offerings in population areas that are unserverved due to tranportation issues. Students report that coming to FHC is becoming more difficult due to congested traffic and increased time to travel in the local bay area. NOTE: We may be

losing students to this issue and moving a few of our digital painting and drawing classes to the new campus will help these students attend face to face classes that they are requesting in digital painting and drawing. The MC campus classes have been over-filled this fall for ART 15A/B combined with the OL offering.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Offer two new courses of Industrial Design Visualization	Fall 2016	course enrollment
Offer one section on campus Digital Painting	Winter 2016	course enrollment
Offer one section of 3-D Foundations Online	Fall 2016	AA degree complettion
Offer section of Figure Drawing On Campus each quarter	Winter 2016, Spring 2016, Fall 2016	course enrollment
Offer one section of Introduction to Illustration	Fall 2017	
Offer one section of Introduction to Printmaking	Fall 2016	course enrollment
Offer Book Arts, Relief Printing, Intaglio and Screenprinting in Continuing Education.	Fall 2016	
Offer ART 15 A & B at the new campus ongoing FWS starting Fall 2016	Fall 2016	course enrollment

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> 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
Full time Art Faculty Position in (Industrial Design or Illustration)	FT Fac	2 and 4	☒	☐	☐	☐
Printmaking Technician			☒	☐	☐	☐
Art Studio equipment R&R	$1000	ongoing repair parts for easels,	☐	☒	☐	☒

		drawing benches, and model stands for figure drawing classes not covered in current budgets - affects all classes in studio art, drawing, painting, design…etc				
Ceramic equipment needs			☐	☒	☐	☒
Spray booth	$4000	The ceramics lab needs a new glaze spray booth, or a complete rebuilding of the existing non-functional piece of equipment. The current booth poses an inhalation hazard for students and staff when in operation and has been shut down.	☐	☒	☐	☒
Exhaust fan / hood	$2500	Due to potential inhalation hazards with ceramic glaze materials, it is imperative we keep a dust free	☐	☒	☐	☒

		environment in the glaze room.				
In class monitor	$600	We currently do not have an easy way to show educational videos to students in room 1803. A wall mounted television monitor would be ideal and easy to install.	☐	☒	☐	☒

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

Non requested for the coming year.

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 Studio Art Department is very successful, is very well enrolled and has outstanding faculty and curriculum. They have made every effort to change with the times, and new course offerings show great promise. As mentioned above, the new Industrial Design program is a wonderful example of a cross discipline innovation that not only can attract a new student population but also holds great promise in creating new partnerships with other regional colleges and universities.   The drawing and painting classes are always fully enrolled, as are ceramics. Any college would be happy with this type of performance, and the fact that it has remained consistent throughout my tenure as Division Dean is a reflection of the superb instruction taking place in the 1600 building.   Ceramics is another area that is outstanding and consistently enrolled. I have closely observed this program over the years and believe that it could expand even further, and now that 1801 is no longer

used for Book Arts, there is ample room for expansion since 1803 and 1801 are connected.

As noted above, digital painting holds great promise for the new Ed. Center, as well as the IDEA Lab.

4B. Areas of concern, if any:

I am VERY concerned about the loss of full time faculty in Studio Art. From a high of 5 full time faculty when I became Dean, through attrition (moving out of the area for family reasons) and retirement we are now down to 2 FT faculty, one of whom is scheduled to be on Professional Development Leave beginning Spring 2016.

Obviously, the college can only fund so many FT positions, and there are areas that have great need, to be sure. But backfilling classes with adjunct and PT faculty, even very good ones, leaves the day to day duties of committee work, facilities maintenance, hazmat, etc. to, at least in the short term, to 2 people. Art facilities, much like Theatre, require constant upkeep as it is what we in the Arts refer to as "wet facilities".

4C. Recommendations for improvement:

I suggest, based on my above concern, scheduling more digital art classes in order to utilize the IDEA Lab more fully. Obviously, having a full time Instructional Associate is a real advantage to any class and instructor, so to me this is an obvious and financially beneficial solution to the issues Studio Art face in this era.

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.

Foothill College
Department - Art (ART)

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

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

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

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART)) **Start Date:** 09/01/2012	**Assessment Method:** 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. **Assessment Method Type:** Essay/Journal **Target for Success:** 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.	11/21/2015 - 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	11/21/2015 - We will continue to monitor the results for this SLO and intend to keep it as part of our curriculum.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the 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.	
		11/03/2014 - NB. This is the first year that Simon Pennington has written the Art 1 SLO reflections as Dr. Reid has retired and will return (on Article 19) in the winter of 2014. In the online section of Art 1 I taught by Simon Pennington in 2013/14, students were able to meet this SLO more than 75% of the time. The students are required to write short essays each week and the focus of the essays is on analyzing	11/03/2014 - I intend to continue assessing this SLO into 2014/15 as it is such an important aspect of the Art 1 curriculum.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO encourages the student to critically analyze art made in the USA from a multicultural perspective taking into account how the diversity of our population has added to the creativity and increased self-awareness of our culture. Students are expected to look at works like "Trauma" by Hung Liu and examine our own freedoms compared to the historical treatment of women in China and more recently in 1989 at Tianamen Square. This is a very important SLO and we will continue to change the artists and themes we discuss to fully reflect the changes taking place in American society.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	04/20/2014 - I plan to continue this assessment as it is effective in showing student learning in Art 1.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.
		09/04/2012 - 80% of students received a C or better on this essay. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** Mastering the ability to write this paper is essential in the development of analytic and critical thinking skills.	09/04/2012 - I plan to continue to utilize this assessment as it has been successful.
		09/04/2012 - 84% of students received a score of 8 or higher on essay assessments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** Mastering the skills required to earn a passing score is essential in developing the ability to evaluate and interpret analyses of artworks in written form.	09/04/2012 - I will continue utilizing this assessment as it has been successful to date.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 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)) **Start Date:** 09/04/2012 **Course-Level SLO Status:** Active	**Assessment Method:** A successful student will be able to write an essay, which focuses on an a single (actual) work of art in a museum context. Students will use a specific methodology (descriptive/deductive/speculative) in analyzing this work of art. **Assessment Method Type:** Essay/Journal **Target for Success:** 3-5 page essay using the above specific three-part method of analysis to describe, deduce information, and suggest areas for future research on single work of visual art.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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 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.	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.
		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	04/20/2014 - I will continue using this method of assessment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	09/12/2013 - This was a highly successful assessment and I plan to continue using this format for student learning about art.
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 1. Computer generated - A successful student will demonstrate foundation skills in producing computer generated images using software for painting, drawing, image processing, photo composites and typography (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** creation of project that demonstrates design principles	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 2. Portfolio - A successful student will produce and present printed works for exhibition or portfolio. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluation of project requiring use of software and hardware **Assessment Method Type:** Class/Lab Project **Target for Success:** completed project that demonstrates using	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	hardware and software		
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 3. Software - A successful student will demonstrate a working knowledge of computer software. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of project **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 4. Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of project **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 5. Evaluate & Discuss - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstration of critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 6. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstration of critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 15A - DIGITAL PAINTING 1 - Digital painting	**Assessment Method:** Students will present a body of digital work	11/15/2015 - Students presented competent beginning digital artwork for 5 projects, including	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
methods - A successful student will be able to demonstrate basic digital painting methods using appropriate hardware and software. (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	consisting of 5 projects during the quarter for review **Assessment Method Type:** Portfolio Review **Target for Success:** Students will demonstrate beginning use of tablets, software and hardware to create paintings as shown in portfolios.	self critiques and reflections. Students comprehend digital methods of painting using a variety of software. Competence in digital painting is shown for the majority of students enrolled in the class. Cost factors for software and hardware have made the Middlefield campus class more popular in 3014-15. This class should transfer to the new Sunnyvale campus in fall of 2016. Enrollment has increased in both sections. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/05/2014 - All students are able to create digital paintings according to skill appropriate skill levels. Beginning students required more tutorials and help. Need to create more opportunities for students to practice using online tutorials. This course is taught online only. If taught on campus, we need to purchase digital tablet updated hardware and software. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Digital tablets for new campus and IDEA lab use	
		10/05/2014 - All students were able to show through weekly portfolio and projects continuing understanding of basic digital painting methods using appropriate hardware and software. Projects were increased to include weekly tutorials and exercises and research. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 15A - DIGITAL PAINTING 1 - Digital creativity from preliminary studies - A successful student will be able to create digital art using hardware, software and preliminary concept drawings. (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Weekly portfolio reviews of projects and paintings will be used to demonstrate success. **Assessment Method Type:** Portfolio Review **Target for Success:** Demonstration of digital art in paintings using appropriate software. Students will present two versions for review: preliminary sketches with work done at 50% and a final project at 100%.	10/06/2014 - Weekly presentations were very successful and students showed excellent progress towards understanding how to create digital artwork. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/04/2013 - All students are able to create digital art using hardware and software starting from preliminary concept drawings and working towards finished works of art over two week sessions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 15B - DIGITAL PAINTING II - Intermediate software and hardware use - A successful student will be able to demonstrate how to use intermediate levels of software and hardware to create digital art (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Review of portfolios by instructor will demonstrate student success through 5 painting projects during the quarter class session. **Assessment Method Type:** Portfolio Review **Target for Success:** Successful review of 5 digital painting projects.	11/15/2015 - Students presented competent intermediate digital artwork for 5 projects, including self critiques and reflections. Students comprehend digital methods of painting using a variety of software and hardware including Cintiq tablets. Competence in digital painting is shown for the majority of students enrolled in the class. Cost factors for software and hardware have made the Middlefield campus class more popular in 3014-15. This class should transfer to the new Sunnyvale campus in fall of 2016. Enrollment has increased in both sections. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Exit portfolios demonstrated an appropriate level of skill and understanding of principles of digital painting. Students demonstrated how to use intermediate levels of software and hardware to create digital art at the appropriate level. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2013-2014	
		10/06/2014 - Student portfolios showed increased skills for both hardware and software. The 5 self directed projects were 85 % successful. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/05/2013 - Students are able to create high level digital paintings using software and hardware as evidenced through 5 painting projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Department - Art (ART) - ART 15B - DIGITAL PAINTING II - Intermediate concept development - A successful student will be able to create digital art using intermediate levels of hardware, software combined with conceptual development sketches, research and written briefs (Created By Department - Art (ART))

Start Date:
09/22/2013

Course-Level SLO Status:
Active

Department - Art (ART) - ART 190 - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190 - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190 - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190X - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190X - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190X - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190Y - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp			

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

textures. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190Z - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 190Z - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19A - OIL PAINTING I - Paint Application - A successful student will be able to paint a still life from observation using various oil painting applications. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications in painting exercises.	11/15/2015 - Students are able to paint still life from observations using various painting applications. Still Life projects have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 10/06/2014 - Most students are able to demonstrate alla-prima painting techniques at the completion of the course.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014	
		10/11/2013 - Students were able to effectively use alla prima,impasto, under-painting and glazing applications in small format paintings using 8x10, 9x12, 11x14 and 12x16 painting boards. They were able to demonstrate the skills using oil paints and/or acrylic paints for both classwork exercises and homework. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** New easels and easel repairs are needed in the art studios	
		10/14/2011 - Students in the Painting I class used two different paint application methods. Students made one alla-prima or direct painting from observation from a still life. Students made one glazed application painting from observation from a still life. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Students are now understanding these new techniques by participating in book reading online class discussions. Students have improved techniques in impasto, alla prima, under painting and glaze application. Students used half of the class to practice these techniques. Using a portion of the class to practice during lab time has helped students to improve. Having the video	08/27/2012 - Students in the Painting I class will use two different paint application methods. Students will use one alla-prima or direct painting from observation from a still life. Students will use one glazed application painting from observation from a still life. 10/17/2011 - In the academic year 2011-2012 students will expand the use of paint application methods. The instructor is providing a variety of online videos demonstrating impasto, palette knife, glazing, wipe out method underpainting technqiues and alla prima brush application methods. Students are successful by seeing how to do the videos and also practicing these

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		tutorials has also helped students to improve at home and in class.	methods in homework assignments. The students are also analyzing paintings that use various paint applications. Students are understanding these new techniques by participating in book reading online class discussions. The instructor plans to review the paint application technique and quality of book reading discussions at the end of the academic year 2012.
Department - Art (ART) - ART 19A - OIL PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes in painting exercises.	10/14/2011 - Students made two paintings during the quarter. Students focused on tonal underpaintings or monochromatic colors. In both exercises students added color to the paintings. The goal for the Fall quarter 2011 was to have students to have more practice mixing complimentary colors, color charts, color wheels and direct application of cool/warm color schemes. In the Fall quarter 2011 students are asked to expand the use of warm and cool colors and complimentary color schemes. Students are asked to practice making quick complimentary color studies and also complimentary color charts. Students are also making color wheels. Color theory class discussions and book readings are more integrated into the class. Students are required to discuss, write and integrate color theory terms in the Painting I class. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	08/27/2012 - Students are now understanding how to make a finished oil painting using under-painting and also monochromatic colors.. Using a portion of the class to practice the steps or the process of an finished oil painting has improved their understanding of historical oil painting technique and glazing technique. Students have also improved by having the instructional video demonstrations to watch at home or in class. Students are also learning more about color theory by learning how to mix color compliments, the color wheel and also tints, tones and shades. Practicing color theory and color mixing has helped the students technique in the finished class oil painting still lives.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 19B - ACRYLIC PAINTING I - Painting Applications - A successful student will be able to paint a still life from observation using various acrylic painting applications. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012	**Assessment Method:** Evaluate use of traditional or contemporary paint styles and paint applications. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of traditional or contemporary paint styles and paint applications in painting exercises.	11/15/2015 - Students are able to paint still life from observations using various painting applications. Still Life projects have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
End Date: 12/09/2013 **Course-Level SLO Status:** Active		10/06/2014 - Students are able to complete projects in an appropriate method and level or application for beginners. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/06/2014 - Students can demonstrate to a limited level, either contemporary or traditional painting methods appropriate to the course outline. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/11/2013 - Students were able to effectively use alla prima,impasto, under-painting and glazing applications in small format paintings using 8x10, 9x12, 11x14 and 12x16 painting boards. They were able to demonstrate the skills using oil paints and/or acrylic paints for both classwork exercises and homework. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		10/17/2011 - In the academic year 2010-2011 painting II students made copies of great works of paintings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Students are now understanding how to make different styles and applications of paint by making a painted study or copy from a traditional or contemporary great work of art. Students use a portion of class time to copy from a painting. They have learned a range of techniques from palette knife, impasto, glaze application, scumbling or mix media.	10/17/2011 - In the academic year 2011-2012 paintings students will continue to make studies and copies of great works of paintings. The student is now asked to research, examine and discuss great works of paintings. The student now has a better understanding of the breath of painting from doing the academic research.
Department - Art (ART) - ART 19B - ACRYLIC PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART)) **Start Date:** 10/15/2011 **End Date:** 08/31/2012 **Course-Level SLO Status:**	**Assessment Method:** The instructor will give a portfolio review at Midterm and at the Final. **Assessment Method Type:** Portfolio Review **Target for Success:** Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.	10/05/2014 - Portfolio reviews at the end of the quarter were successful for students that have completed drawing courses in addition to painting and color classes. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Art (ART) - ART 19C - OIL PAINTING II - Styles and Subject Matter - A successful student will be able to paint various subject matter and styles using various oil painting applications. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of a theme that express a personal point of view and personal content in a series of painting exercises. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of personal themes, subject matter or content in a personal series of painting.	11/15/2015 - Intermediate students are able to paint various subject matter and styles using various oil painting applications. . Still Life projects have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Personal themes require extensive additional training at a higher level of understanding. Most students still struggle with medium and materials at this level. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
		10/11/2013 - Students were able to select and paint thematic works of art expressing a personal point of view and were able to use complete a series of painting exercises in increasing difficulty working towards higher levels of technical and creative complexity in painting. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012	
		10/17/2011 - In the academic year 2010-2011 painting II students made personal creative works of paintings. Students had the freedom to pick their own subject matter. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** Students are now understanding how to use a personal theme or subject matter in a painting series. Allowing creative freedom has allowed students to use more communication and expression in a body of work.	08/27/2012 - Students now are using a sketchbook to help them create a personal body of thematic work. 10/17/2011 - n the academic year 2011-2012 paintings students will continue to make a series of personal work. The student is now asked to research, examine and discuss great works of paintings that relate to their theme or subject matter.. The student now has a better understanding of the breath of painting from doing the academic research.
Department - Art (ART) - ART 19C - OIL PAINTING II - Color Theory - A successful student will be able to paint a various subject matter using color theory with oil paint. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will have a midterm and final portfolio review. **Assessment Method Type:** Portfolio Review **Target for Success:** Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.		
Department - Art (ART) - ART 19D - ACRYLIC PAINTING II - Color Theory - A successful student will be able to paint a	**Assessment Method:** Painting subject matter using full color palette of 12 colors	11/15/2015 - Intermediate students are able to paint various subject matter and styles using various painting applications. . Still Life projects	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
various subject matter using color theory with acrylic paint. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** Ability to mix and apply paint with visual acuity.	have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses. Understanding color theory is complex and all students need more practice with color mixing. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Most students are able to complete satisfactory projects at this level using a variety of subject matter and basic color theory. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/11/2013 - Students are able to mix and apply color using a full spectrum palette with partial acuity. Practice will increase acuity of color matching and mixing. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 19D - ACRYLIC PAINTING II - Styles and Subject Matter - A successful student will be able to paint various subject matter and styles using various acrylic painting applications. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 19E - OIL PAINTING III - Supports - A successful students will be able to paint an oil painting on various sized supports and surfaces. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will paint on 8x10, 9x12, 11x14, and 12x16 canvas stretchers and canvas boards **Assessment Method Type:** Class/Lab Project **Target for Success:** Ability to use the substrate surfaces effectively including prep with gesso, tinting and underpainting methods.	11/15/2015 - All advanced students are able to use a variety of sizes of substrates to paint on. They demonstrate higher quality painting methods using larger substrates. Advanced students are able to paint various subject matter and styles using various painting applications. Projects have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - All students were able to paint on various sized supports and surfaces with satisfactory results including prep with gesso and tinting methods. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/11/2013 - Students used all listed sizes of canvas/or canvas boards in class and at home for homework exercises. They were able to demonstrate a competent level 2 ability in using the substrates as expected of the painting class.They are able to show competent gesso methods, tinting and priming and underpainting **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 19E - OIL PAINTING III - Paint Mediums - A successful students will be able to paint with a variety of advanced acrylic painting mediums. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19E - OIL PAINTING III - Theme and Subject Matter - A successful students will be able to paint a thematic subject matter using oil painting. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19F - ACRYLIC PAINTING III - Supports - A successful students will be able to paint an acrylic painting on various sized supports and surfaces. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Class lab projects in painting with multiple sizes of substrate **Assessment Method Type:** Class/Lab Project **Target for Success:** Ability to use all sizes and/or types of canvas and canvas boards in project work	11/15/2015 - All advanced students are able to use a variety of sizes of substrates to paint on. They demonstrate higher quality painting methods using larger substrates. Advanced students are able to paint various subject matter and styles using various painting applications. Projects have shown a noticeable quality increase since drawing Art 4A was included as a prerequisite to the painting courses **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 10/06/2014 - Students demonstrated a full knowledge of how to use a variety of substrates and sizes in class exercises. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		10/11/2013 - Students used all listed sizes of canvas/or canvas boards in class and at home for homework exercises. They were able to demonstrate a competent level 2 ability in using the substrates as expected of the painting class.They are able to show competent gesso methods, tinting and priming and underpainting **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 19F - ACRYLIC PAINTING III - Paint Mediums - A successful students will be able to paint with a variety of advanced acrylic painting mediums. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19F - ACRYLIC PAINTING III - Theme and Subject Matter - A successful students will be able to paint a thematic subject matter using acrylic painting. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/10/2012 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 19L - PAINTING LABORATORY - 1 - Technical - A successful student will be able to able to examine artist painting styles and historical movements. Student shall be able to competently employ and manipulate oil paints, oil paint mediums, and paint brushes. Students shall demonstrate observational capacities and hand eye coordination by painting from life. Students shall be able to employ paint tools such as brushes to achieve a variety of technical results: blending, flat paint application,edge definition, textures. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19L - PAINTING LABORATORY - 2 - Evaluation - A successful student shall compile all works created during the term in order to assess technical growth. Student shall consolidate a portfolio style binder with documented works, personal statement, written reflection of each painting. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 19L - PAINTING LABORATORY - 3 - Critical Thinking - A successful student shall be able to identify successful as well as problematic areas in their work and in the work of their peers to pose and find successful solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 20A - COLOR I - 2 - Color Organization - A successful	**Assessment Method:** Students hand in a portfolio of all works at	11/16/2015 - On campus and online students have been able to mix color successfully, incorporate &	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking. **Assessment Method Type:** Portfolio Review	understand color vocabulary, participate in critiques, and complete the color & design projects on time. The on campus class used the same exact assignments as the online course including the self-portrait, the shoes, and the flower, and they are completing them in a timely & successful manner. Online the students had more trouble completing the painted representational color projects.All of my students seem to really enjoy and do well at having something representational to paint, rather than something abstract. On campus the non-objective collage assignments are not challenging as trying replicate an image that was representational. Online the collages with color-aid paper have been successful and painting and mixing paint has been challenging. This may be because on campus there are more paint mixing demonstrations and help during the process of completion. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		11/16/2015 - Students online were able to provide color mixing charts weekly rather than twice a quarter. Students were also able to weekly online discuss color terminology and also take color I quizzes. Students demonstrated structured design projects based now on abstraction and non-objective art which allowed the students to focus on color theory. Online the students were able to complete the vocabulary quizzes, mix color and complete some but not all of the color projects. The only changes I made this past year was to make more easy abstract and non-object collage projects rather than representational painted projects. I found that most students did not have the technical expertise	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		to paint a shoe, a self portrait or even a flower. Students are now more successful this past quarter to make simple abstract designs. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		11/15/2015 - Beginning students are able to demonstrate successful levels of color organization using charts, diagrams and color wheel mixtures for a variety of color schemes appropriate to the color course SLO's **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - 90% of the students were able to submit a portfolio of Color I assignments twice a quarter that demonstrated an understanding of color harmonies. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Videos on color theory portfolio organization **GE/IL-SLO Reflection:** This is not a GE class.	08/05/2014 - Spend more time lecturing on how to organize portfolios for transfer.
		10/11/2013 - 80% of students were successful organizing the color projects based on monochromatic, complementary, analogous and triad color schemes in a portfolio binder. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Some hand-outs may need revision to give more clear instruction. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.	
Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student will be able to evaluate color paper or painted colored art projects based on the strengths and weaknesses. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work. **Assessment Method Type:** Observation/Critique **Target for Success:** 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.	11/16/2015 - On campus 20% of the student did not complete satisfactory job, but it was mostly because they are not putting the time and effort into the assignments. 20% of students were not able to complete the color vocabulary quizzes on campus and online but 80% were successful. These quizzes are based on vocabulary used from the required color theory textbook. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - 80% of the students were able to demonstrate correct color terminology in class critiques.	08/05/2014 - Incorporate color terminology quizzes and rubrics in place of class critiques.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Fudns for videos on color terminology and posters **GE/IL-SLO Reflection:** This is not a GE class	
		10/11/2013 - This past year 80% of the students demonstrated excellence in using color terminology and critical thinking skills. 20% of the students had average or developing skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		06/07/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** -Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	but I would rather stick with written reflections, as I think students need to hone writing skills.		
	Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work. **Target for Success:** 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.	11/16/2015 - Students were able to meet the target for the SLO and critique color and design collage and painted work in group critiques and peer reviews both online and on campus. Students were able to write and speak about the quality of the work. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method: Students will be evaluated by observation and/or class lab critique. **Assessment Method Type:** Observation/Critique **Target for Success:** A successful student will be able to evaluate color work based on strengths or weaknesses.		
Department - Art (ART) - ART 20A - COLOR I - 1 - Technical Visual Vocabulary - A successful student will be able to analyze, recognize and differentiate between color, hue, value and chroma in color samples or great works of color 2-D art images. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Evaluate technical expertise in the mixing, judging,& application & neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% success in finding correct color and applying it without streaks by week 11.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 20B - COLOR II - Technical - Students will be able to demonstrate intermediate level color theory based on the color theorist, simultaneous contrast and also color inventories of great works of art. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.	11/16/2015 - Students on campus were able to submit a binder portfolio of written observations and reflections and also color terminology. Students were able to also demonstrate twice a quarter on campus a binder review that shows color and design projects from the Color II course content. Students were able to demonstrate color theory from Joseph Alber's simultaneous contrast projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This course is a GE for the Humanities. Students were able to research conceptual, cultural, symbolic and historical concepts of Color theory at least twice a quarter or more in written formats. Students also demonstrated critical thinking when designing color theory design projects.	
		08/05/2014 - 50% of the students were able to mix paint in the Art 20B Color I class. Not all of the students had the basic skills of mixing paint. Students also had problems cutting and gluing color aid paper in basic designs. Some of the students who had taken the online class were unable to demonstrate these skills in the on campus class. Students were able to leave a written self critique but lacked basic color theory skills. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for paint and brushes to give paint demonstrations **Resource Request:**	08/05/2014 - There needs to be more demonstrations on paint mixing and collage gluing techniques in class. Online there needs to be more videos explaining how to mix gouache paint and glue color aid. Students need more explanations on how to use good problem solving techniques and creativity. Students need to use more critical thinking skills when coming up with creative abstract non-objective designs.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for paint and brushes to give paint demonstrations **GE/IL-SLO Reflection:** This was not a GE class in 2013-14. This will be a GE class for 2014-15. **GE/IL-SLO Reflection:** This was not a GE class in 2013-14. This will be a GE class for 2014-15.	
	Assessment Method: Evaluate technical expertise in the mixing, judging,& application & neatness of paint in a class project; if using cut/paste method evaluate application and neatness; if using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results. **Target for Success:** 80% present finished, high quality, neat works.		
	Assessment Method: Evaluate technical expertise in the mixing, judging,& application & neatness of paint in a class project; if using cut/paste method evaluate application and neatness; **Assessment Method Type:** Class/Lab Project **Target for Success:** A successful student will present a group of class color projects with great attention to clean mixing technique and neatness of the cut and paste method of class projects.	10/11/2013 - 80% of students were able to present present class color projects with great attention to clean mixing techniques and neatness of the cut and paste method of class projects. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 20B - COLOR II - Critique - A successful student will be able to evaluate great works of colored 2-dimensional art work based on color theory, rules, expression and meaning. (Created By Department - Art (ART))	**Assessment Method:** Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.	11/16/2015 - Students were able to be graded using a point system in class critiques online and also on campus. A majority of students did participate in the verbal and/or written class peer review critiques and did use color theory vocabulary in class discussions. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.	Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Students were able to add culture, the humanities, expression,meaning and context to all class critiques and written reflections of great works of color theory. The addition to more updated textbooks has increased the understanding of color theory in this intermediate class.	
		11/15/2015 - Intermediate students are able to demonstrate successful levels of color evaluations of existing master works for 2d paintings based on current acceptable color theories including value, hue, saturation, appropriate to the color course SLO's. They are also able to critique artistic intention, expression and meaning using a variety of techniques, through defined written and oral methods of communication. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - 80% of the students were able to demonstrate color theory and using the rules or basic principles and elements of design. Students need more practice looking at great works of design and art in relationship to color, expression and meaning. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for videos on color theorist **GE/IL-SLO Reflection:** This was not a Foothill College GE for 2013-14. This will be a GE class for 2014-15.	08/05/2014 - Students need to watch more videos and read more articles about famous color theorist and great works of two dimensional work. Students need more lectures on color meaning, color expression and the relationship of color and the humanities.
		10/11/2013 - Students still need to develop better	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication and writing skills in class critiques and portfolio reviews. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART)) **Start Date:** 09/24/2012 **End Date:** 06/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art. **Assessment Method Type:** Exam - Standardized **Target for Success:** The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	11/21/2015 - We hired a new full-time tenure track art historian this year and will be revisiting our SLOs next year.
		11/03/2014 - As noted in an earlier SLO, this is a more challenging task for the students as there is a small amount of memorization involved. Having said that the average grade on the three exams	11/03/2014 - Art historians regularly discuss the wisdom of having students memorize specific works of art for analysis, however, we feel it

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		was 84% and the points for the slide identification section improved throughout the course with most students able to identify, date, and discuss six out of seven of the images on each exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO relates directly to the Communication, Critical Thinking, and Global Consciousness IL outcomes. The students are required to be familiar with the art of diverse cultures and analyze the meaning and significance of the art within that culture. They demonstrate this mastery by writing a short analysis of each work of art they are required to know.	is important to have a firm knowledge of a few works of art so that the student can use this knowledge to discuss similar pieces from the same culture and period. This is a more challenging SLO and we will continue to assess its usefulness over the next few years.
		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 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time **Resource Request:** None at this time **GE/IL-SLO Reflection:** The ability to recognize a work of art, place	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.

| | | 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. | |
| | | 09/10/2012 - Student exam results improved over 2010/2011. The average grades on the midterms improved to a B- (56/70). Students stated that they liked the way the review sheets allowed them to concentrate on important facts and also facilitate their mastery of the themes covered in each unit. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results. 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. | 09/10/2012 - I intend to use the same review sheets for 2012/2013 and add more contextual information, but keep the clearly defined 'facts' that the students need to master for each exam. |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. Findings: 1. The average grade for this section of each exam increased dramatically form exam #1 to the final (on average a four-point increase for an objective section worth 35 points). 2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time **GE/IL-SLO Reflection:** The initial findings from the fall of 2010 indicate that knowledge of basic facts improved the student's ability to engage with the broader concepts (critical thinking). Returning to this SLO in the fall of 2011, I emphasized the facts I felt the students needed to know by highlighting them on their review sheets. This produced dramatic results and the grade on the first and second exams improved by an average of two points. I feel that the critical thinking skills developed in any humanities course are by far the most important outcomes, however,	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART)) **Start Date:** 09/19/2011 **End Date:** 12/13/2011 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO is addressed by an essay question on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead). **Assessment Method Type:** Exam - Standardized **Target for Success:** The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.	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 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). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	11/21/2015 - We will revisit this SLO in 2015/16 and possible modify it to expand its scope.
		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	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The 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.	Consciousness rubric.
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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) **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 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. **GE/IL-SLO Reflection:** 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.	
		09/10/2012 - #2This SLO featured on both the second midterm exam and was also an optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). The average grade was 12.5/16. The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for	09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012 to clarify expected outcomes. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.	
		10/14/2011 - This topic was specifically addressed in the first exam. The essay question was successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.	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 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.

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			10/14/2011 - I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge. I will assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.
Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Classic Athenian Art - A successful student will be able to demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC. (Created By Department - Art (ART)) **Start Date:** 04/08/2013 **End Date:** 06/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.	11/21/2015 - This class is taught every-other year. The Spring 2015 section had 22 students. This SLO was featured on the second midterm and as a possible term paper topic. The average midterm score for this prompt was 13/16 and the term papers (four) on this topic averaged 61/70. As noted in earlier SLO responses, I have added a mandatory seminar on writing term papers and the quality has improved with better analysis and supporting sources. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global	11/21/2015 - We will revisit this SLO this year to integrate suggestions and changes based on the opinions of our new full-time, tenure track colleague.

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Consciousness and Responsibility components of the Foothill GE rubric. The students are asked to not only understand the complexity of Athenian society (including their nascent democratic traditions), but we also directly relate their experiences and ideals to our own.	
		12/01/2013 - This course was not taught in 2011/2012, but results for this SLO from 2010/2011 were quite good. Seven students chose to discuss this SLO in their term papers in 2013 and the average grade was basically the same as the previous assessment (61.5/70). The students did a nice job with the social and political development of Classical Athens, but their formatting and bibliographies still left a little to be desired. Based on the previous reflection, I did offer two optional paper-writing seminars for my Art 2AH and Art 2C classes, but only 20 students out of over 65 actually attended. I intend to make these writing seminars a mandatory part of the lab activities this year and will see if the general quality of the papers improves. Six students chose to respond to this them on the second midterm essay and the average grade was 13/16 which is rather good. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility competencies because it requires the student to relate culture (political, religious, etc.) to the material culture (art) produced in Athens in the fifth	12/01/2013 - Based on the previous reflection, I did offer two optional paper-writing seminars for my Art 2AH and Art 2C classes, but only 20 students out of over 65 actually attended. I intend to make these writing seminars a mandatory part of the lab activities this year and will see if the general quality of the papers improves. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		century. This also connects us directly to our own political beliefs (democracy) because modern notions of freedom are partially rooted in fifth-century Athenian values.	
		09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and will continue to assess this SLO. The lower grades on the term papers will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these in 2011-2012 and students found them very helpful. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility competencies because it requires the student to relate culture (political, religious, etc.) to the material culture (art) produced in Athens in the fifth century. This also connects us directly to our own political beliefs (democracy) because modern notions of freedom are partially rooted in fifth-century Athenian values.	09/10/2012 - There are no reflections for 2011/2012 as this course was not taught that year, however, I will move forward with my assessment finding from 2010/2011 in the spring of 2013 when the course is taught again.
		10/14/2011 - Ten students chose to answer the essay question related to this SLO on the first exam and the average score was 14/16 indicating a mastery of the subject matter. There were five term papers discussing Classical Athenian and the average grade was 61/70. **Result:** Target Met **Year This Assessment Occurred:**	09/10/2012 - This course was not taught in 2012. I intend to assess this SLO again in the spring of 2012. I hope to see improved term paper grades because of the paper-writing seminars which were introduced in 2012.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This course was not taught in 2012 but, based on the data from 2011, I do not intend to make any changes to the way I teach the course. The exam essay grades were excellent and the term papers were acceptable (B/B+) average. The main reason for the lower grades on the term papers had little to do with the actual content of the papers and more to do with the MLA format and quality of the bibliographies.	09/10/2012 - This course was not taught in 2012. Looking back on the reflections form 2011, I feel that I will not change my assessment methods or expectations for 2012. Art 2AH students demonstrated an admirable grasp of the material and wrote excellent essay responses.
Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Cave Paintings - A successful student will be able to explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance. (Created By Department - Art (ART)) **Start Date:** 04/08/2013 **End Date:** 06/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** The student will write a 10 page MLA formatted research paper. This SLO is also a possible subject for a short essay on the first midterm. **Assessment Method Type:** Research Paper **Target for Success:** The student should receive a 60/70 on the term paper or at least a 12/16 on the midterm.	11/21/2015 - This SLO was featured on both the first midterm and as a possible term paper topic. Five students wrote about Paleolithic art and culture on their first midterm (1. Please provide two possible purposes for Paleolithic cave paintings. Take into account form, location, and use.) and scored an average of 13/16 on the essay. Three students addressed this SLO in their term papers and scored an average of 60/70. We discussed the theories of scholars like David Lewis-Williams and featured this theme in an assigned lab-discussion film. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global	11/21/2015 - Although this SLO was met/satisfied by the spring 2015 class, I feel we need to add more supporting material to further develop this theme. We discuss how the added content helped students when we look at this SLO again in two years.

| | | Consciousness and Responsibility components of the Foothill GE rubric. This SLO requires students to understand recent advances in near-psychology and also look at how trance and ritual are still a feature of modern religious ritual. We connect Christianity, Islam, Buddhism, etc., to ancient traditions to emphasize the common experiences of humanity across the scope of history. | |
| | | 12/01/2013 - This was a popular theme for both the midterm and the term papers. Seven students opted to address this question on the first midterm and the average grade was 13.5/16 with the students doing a nice job discussing at least two possible interpretations of Paleolithic cave paintings. I introduced a new film from our online film archive (Films on Demand) called The Day Pictures Were Born from the series How Art Made the World. This was very popular and discussed several new theories concerning the possible use and meanings of these remarkable images. Five students discussed this theme in their term papers and I do feel that the average grade 60/70 was acceptable, however, I will make the optional paper-writing seminars mandatory next year to, hopefully, improve the quality of the sources and MLA formatting.
Result:
Target Met
Year This Assessment Occurred:
2012-2013
Resource Request:
None at this point.
GE/IL-SLO Reflection:
This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility competencies because it requires the student to relate creativity to religious rituals and beliefs. In addition, | 12/01/2013 - The library orientations have proved to be a very useful preparation for the term papers. To further develop the student's writing skills, I plan to make the currently optional paper-writing seminars part of the lab activities (mandatory) this year. |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		human psychological development can be tracked through artistic expression as we see a clearly developed consciousness in the cave painting of the Paleolithic era.	
		09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and the paper writing deficiencies will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these seminars for all my courses in 2011-2012 and students found them very helpful. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the following ILO's: Communication, Creative Critical and Analytical Thinking, and Community?Global Consciousness and Responsibility. The meaning(s) of Paleolithic cave paintings are constantly being reassessed as we gain more knowledge of how the brain works and how cultures use art (visual art as well as music) to create community and connect to a 'higher power.' Recent scholarship on cave painting requires the student to understand psychology, neurology, and new techniques in archaeology.	09/10/2012 - As per my assessment findings, I will feature several paper-writing seminars in the course when it is taught in the spring of 2013.
		10/14/2011 - The midterm results were very good with eight students addressing this question on the first exam and all eight receiving 13 or above. Four term papers addressed this question and the average grade was 59/70 (B). This was mainly due to the quality of sources. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	09/10/2012 - This course was not taught in 2012. I plan to teach Art 2AH in the spring of 2013 and will continue to assess this SLO. The lower grades on the term papers will be addressed by spending more time introducing students to basic research techniques in paper-writing seminars. I introduced these in

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: None at this time.	2011-2012 and students found them very helpful. 10/14/2011 - Based on all my reflections for the 2010/2011 academic year, I am currently emphasizing the importance of primary and secondary sources in my library orientation lab session. I will track the essay results for 2011/2012 to see if this improves the quality of research.
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)) **Start Date:** 01/07/2013 **End Date:** 03/26/2013 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed this question. **Assessment Method Type:** Exam - Standardized **Target for Success:** A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16 or better on the essay.	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. **Result:**	11/21/2015 - This SLO will be review this year to incorporate ideas from our new full-time colleague.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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 how they affected the production and themes in art. This synthesis must be discussed in the form of a critical essay.	
		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,	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. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The 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.	
		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. **Result:** Target Met **Year This Assessment Occurred:**	12/01/2013 - I plan to keep using the selected supporting films in both the traditional and online sections of this course and stress this theme in at least one lab discussion each quarter.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analystical 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.	
		09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analystical 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.	09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.
		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.	09/10/2012 - I will continue to feature this theme on the second and third midterms and assess the outcomes for the 2012 course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical 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.	
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)) **Start Date:** 01/03/2011 **End Date:** 03/22/2011 **Course-Level SLO Status:** Active	**Assessment Method:** The assignment directions for the Art 2B paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability. **Assessment Method Type:** Research Paper **Target for Success:** The student will receive at least a 4/5 (as per	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	11/21/2015 - We will add required paper abstracts to online courses when we migrate to Canvas in 2016.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	the essay rubric) for the bibliography/works cited page on the term paper.	**Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	
		11/03/2014 - Based on my findings last year, I introduced another component to the F2F term paper and required that all students submit a paper abstract three weeks before the paper was due. This did encourage students to begin work earlier and produced much improved Works Cited pages and more focused topics. These abstracts did produce mostly 4/5 or above for the works cited pages. However, the quality of the papers (the grade being based on the actual papers) was a little lower than expected. The class average was a C+. The online sections wrote shorter papers and the average for the fall and winter sections was 77%. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		sources and report on their research in a paper presented in the MLA format.	
		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. 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 (Winter Art 2B Online 35 papers - One F, 16 C's). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because 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.	12/01/2013 - Make paper writing seminars mandatory. In the online sections add a section to the Modules to specifically address how to access appropriate primary and secondary sources.
		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	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		acceptable bibliographies, so I am more convinced that the problem has more to do with general college preparedness. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because 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.	acceptable (47/70 or above) papers with adequate bibliographies.
		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. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		information-rich world we live in.	
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)) **Assessment Cycles:** End of Academic Year **Start Date:** 01/04/2010 **End Date:** 03/23/2010 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm essay or term paper. The student should be able to use the skills/techniques/strategies learnt in class to analyze selected works of art from the period ca. 600 - 1550 to expose meaning. **Assessment Method Type:** Essay/Journal **Target for Success:** A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.	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. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This SLO requires the student to research a given topic (from a broad range of options) and critically assess their topic based on social, political, and cultural factors. The short exam essays require the same analysis.	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.
		09/10/2012 - 34 students completed Art 2BH in the spring of 2012. The average grade fro the midterms was 64/70 (A) and the term paper 59/70. Despite the lower average for the term paper, the grades reflect problems with the quality of research rather than the actual critical responses to the primary and secondary source material. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time.	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand 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.	10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).
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	**Assessment Method:** This SLO is specifically addressed by the essay question of the first midterm. **Assessment Method Type:** Essay/Journal **Target for Success:** The student should earn at least 12/16 on the short essay question.	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	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.).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
ages. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 01/04/2010 **End Date:** 03/23/2010 **Course-Level SLO Status:** Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The student is required to develop a critical essay taking into account the collision of cultures (Germanic/Celtic/Roman/Christian/Pagan) at the end of the Roman period; this synthesis is used to understand the development of modern western culture.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:**	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).	
		10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16). **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).	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.
Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and consumption of art. (Created By Department - Art (ART)) **Start Date:** 04/11/2011 **End Date:** 06/28/2011	**Assessment Method:** This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change. This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.	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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures. **Assessment Method Type:** Research Paper **Target for Success:** A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.	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). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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 or a more-developed term paper.	
		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	11/04/2014 - I do not plan to change this SLO, however, it will be featured as an essay option on the third midterm this year (2014/15).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		were able to bring together the social, political, and technological developments that lead to the Industrial Revolution and were also able to provide an involved analysis of the artistic response to this period. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to provide an analytical discussion of social, political, and technological developments during the Industrial Revolution and place the art of that period within the context of this most tumultuous of eras.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		09/12/2012 - Two students featured this theme in their term papers in 2012. Both received above 60/70 on their term papers. In both cases they did an good job looking at the impact of industrial development on the production of art (commercially produced paints, etc.) and the themes in early nineteenth-century art (poverty, dislocation, wealth). **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	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.
		10/14/2011 - This topic was addressed in only two term papers and both received 60/70 or above. Eight students wrote an exam/essay response to this SLO and seven received 12/16 or above. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers social, technological, and political development.	
Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject. 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. **Assessment Method Type:** Exam - Standardized **Target for Success:** The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		political and economic changes combined with new economies and knowledge shaped this tumultuous period.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO forces the student to provide a critical analysis of Counter-Reformation politics and society and discuss how the Papacy attempted to use visual culture to win 'hearts and minds.' The dynamic art of this period is also contrasted to the voyages of discovery and Enlightenment science; both these factors helped create a 'world in flux.'	11/04/2014 - This SLO will be featured as an optional term paper question in 2014/2015.
		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. The online section also featured this SLO theme and the papers were generally successful, although, as noted in a previous reflection, I do	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		feel I need to further address research techniques in the course modules. I feel the course does a good job addressing this SLO and do not intend to alter the COR. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this time. **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.	
		09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question. 1. How was art a weapon in the hands of the Counter-Reformation Popes? 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because 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.	09/12/2012 - This is a complex SLO that requires an in-depth knowledge of Counter reformation theology. The students did an excellent job synthesizing this information. I will support this SLO with lab discussions and video content in 2012.

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of art objects and related traditions from Africa (e.g., Nigeria, Ghana, Mali, etc.), Oceania (e.g., New Guinea, Hawaii, Rapa Nui, etc.) and Native North America (e.g., Pueblo, Inuit, Northwest Coast, etc.) (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN ART - 2 - Ethnic/Cultural Heritage - A successful student will be able to evaluate and examine the role of ethnic/cultural heritage in your own life and in contemporary American society as a whole, based on an understanding of African, Oceanic, and Native American traditions (such as personal adornment, ancestor commemoration, etc.) discussed in Art 2D. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
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)) **Start Date:** 09/04/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Successful students will participate in class discussions by responding to a series of questions based on weekly readings and lessons. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.	11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.	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.
		04/20/2014 - Student posts in discussions have increased in content, with 75-80% of students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	04/20/2014 - I have posted more announcements to the effect that student participation in discussions is required and this seems to have generated more posts from students. I will continue the assessment method and the announcements reminding students that active participation in discussions is required.
		09/12/2013 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	09/12/2013 - I will continue to require participation in class discussions as a valuable means of evaluating students in this class.
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** Participation in online discussions is critical in promoting understanding of the history of women in art. These discussions also create class cohesion and ongoing dialogue about the material covered in text and lessons.	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.

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/01/2012 **Course-Level SLO Status:** Active	**Assessment Method:** 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks. **Assessment Method Type:** Essay/Journal **Target for Success:** 75-80% of students will receive a grade of 8 or higher on a 10 point scale.	11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.	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.
		04/20/2014 - 83% of students earned grades of 8 or higher (out of 10 points) on weekly essays based on questions regarding the history of women artists. These weekly assessments show that students are able to synthesize material on the role of women artists throughout history from text, lessons, and discussions in written form. Art 2E presents most material in a chronological time frame and I have noticed that essays questions on contemporary women artists seem to generate the most subjective comments, while simultaneously showing a historical perspective gained from the study of earlier periods in art history. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	04/20/2014 - This assessment is an overall success and I will continue to utilize this method of analyzing student work.
		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. **Result:** Target Met **Year This Assessment Occurred:**	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
		09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** I will continue using weekly essay assignments as a means to evaluate student learning as the assignments have been successful thus far.	09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.
Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART)) **Start Date:** 01/03/2011 **End Date:** 03/22/2011 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures. 1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** There are at least 10 possible attributes/aspects of the Buddha's appearance that could discussed. A student 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.	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:**	11/21/2015 - This SLO will be revised in 2016 by the new instructor who will be teaching the course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students have to be familiar with the art and symbolism of another culture and be able to analyze the symbols in a short essay.	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.
		12/01/2013 - 26 students took the second midterm and seven opted to answer the essay question 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		10/14/2011 - Given the rather specific nature of this SLO, I expected the students to have a hard time identifying at least four attributes in the Buddha image they saw to accompany this question, however, the exam responses were perceptive and quite comprehensive with 7/21 students identifying at least five attributes and the balance all demonstrating a knowledge of at least three attributes. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and 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.	09/12/2012 - Based on my findings, I feel that the content of the course is adequate to support this SLO. I have not taught Art 2F since 2011, so I will revisit my curriculum this fall (2012) as I prepare to teach Art 2F in the winter of 2013. I will be adding a specific Lab/Discussion supporting this SLO and I have found several films on Films on Demand that Will also further strengthen the students' ability to identify Buddha iconography. 10/14/2011 - An important SLO for this course and the data supports a positive assessment based on the data for the spring 2011 class. I will assess this SLO again in the next Art 12 cycle.
Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 2 - Bibliography - A successful student will be able to demonstrate the ability to assemble a suitable bibliography to support the required research paper. (Created By Department - Art (ART))	**Assessment Method:** The assignment directions for the Art 12 paper 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	11/21/2015 - The results for both the online and F2F papers in 2015 were not a 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	11/21/2015 - 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 01/03/2011 **End Date:** 03/22/2011 **Course-Level SLO Status:** Active	comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability. **Assessment Method Type:** Research Paper **Target for Success:** Students must earn a 4/5 or better as per the paper assignment rubric.	was 3.5/5 for the bibliography. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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. **GE/IL-SLO Reflection:** 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.	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.
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None at This time **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		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 till room for improvement. In the Spring online section, all 17 students received a C or above on their Short Papers. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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). **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.	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. _____ 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. _____
Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 1 - Periods - A successful student will be able to recognize and name the major periods in Islamic culture (e.g. Umayyad, Ottoman, etc.) based on stylistic attributes as well as specific thematic indicators. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 04/05/2010 **End Date:** 06/22/2010 **Course-Level SLO Status:** Active	**Assessment Method:** The assessment strategy in this case will require the student to look at selected works of art and identify them according to culture/period. In this case, I will use multiple-choice questions mainly because we cover so much ground for each exam. The following is a typical question (A is correct). 7. The Great Mosque in Damascus is generally considered to be one of the great early statements in Islamic architecture. It was built for the first capital of the Islamic world during the _____ dynasty.	10/14/2011 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five questions that required students to identify art based on style/period 20 got all five questions correct. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	09/12/2012 - I have not taught this class since 2010, however, it seems the lecture content, lab discussions, and text support this SLO. Based on the positive results, I do not see the need to change anything at this point. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	A. Umayyad B. Abbasid C. Fatimid D. Mamluk The student demonstrates a knowledge of culture and historical context; ie. The Umayyads built the first capital of the Islamic world at Damascus in the late 7th/early 8th century. **Assessment Method Type:** Exam - Standardized	**Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to demonstrate a broad knowledge of Islamic history in Africa, Asia, and Europe crossing historical and cultural boundaries.	
	Target for Success: The student will be able to identify the style of a work of art in the context of a multiple choice exam.	06/22/2010 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five questions that required students to identify art based on style/period 20 got all five questions correct. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	06/22/2010 - Assess the success of the SLO the next time this course is taught (2012 ?) and modify assessment methods and presentation as necessary based on the data.
Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 2 - Sufi Theology - A successful student will be able to demonstrate and discuss the impact of mystic Sufi theology on the architecture of the Ottoman Empire in the 16th and 17th centuries. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 04/05/2010 **End Date:** 06/22/2010	**Assessment Method:** This SLO cannot be adequately assessed with a multiple choice or fill-in-the-blank question as it requires an ability to bring together theological and historical knowledge gained over the course of at least four lectures. The following sample essay question is from midterm #2. 3. How did/do the Sufis express themselves and their understanding of Allah? **Assessment Method Type:** Essay/Journal	06/22/2010 - All students answered the short essay question (3. How did/do the Sufis express themselves and their understanding of Allah?) and the average grade was 9/10 (very good). **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and	09/12/2012 - This course has not been taught since 2010. I hope to teach it in 2013 and will approach this SLO as in the past. Based on the data, the text, lectures, and lab content support this SLO. 10/14/2011 - This SLO as written is an important learning outcome for this course. I do not intend to change it, although I will spend more time with primary source

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** Students should receive at least a 7/10 on the exam/essay question that addresses this question.	Responsibility ILO's because Sufi belief is constantly discussed in the news as tensions in the Islamic world mount. Our students need to understand the complexities of religious belief as they affect them on a daily basis and this SLO specifically supports knowledge of an important mystical (and relatively forward-thinking) sect of Islam.	material to further investigate Sufism with the students.Identify more primary sources (poetry) and write an expanded discussion of Sufi art and culture into the curriculum. Given the importance of Sufis today as moderate Muslims, it will also help the students make sense of the news they hear every day, especially from Pakistan, where the Sufis are being attacked and murdered by radical the Taliban, etc.
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)) **Start Date:** 09/01/2012 **Course-Level SLO Status:** Active	**Assessment Method:** 1-3 page weekly essay using social history to analyze and interpret works of art by American artists from a variety of culturally distinct groups, produced over a period of time from prehistory to the present. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a score of 8 or higher on the 10 point scale.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **GE/IL-SLO Reflection:** 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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	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.
		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.	09/12/2013 - I plan to continue using this assessment method as it allows successful evaluation of student learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/01/2012 **Course-Level SLO Status:** Active	**Assessment Method:** 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of 8 or higher on the 10 point scale.	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	
		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	04/20/2014 - Given the evidence that this assessment succeeds in student learning in Art 2J, I plan to continue using this method of

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	assessment.
		09/12/2013 - 81% of students earned scores of 8 or higher on essays that included questions on movements and styles in American art history. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	09/12/2013 - I plan to continue this method of evaluation as it has proven successful.
		09/04/2012 - 82% of students earned a score of 8 or higher in weekly essays based on American art, using a social history of art as method of analysis. These essays were important in gaining an understanding of styles and movements in American art. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none **GE/IL-SLO Reflection:** Use of social history as a method for understanding the diverse arts (as well as styles and movements of art) produced in America is important in the development of critical thinking and other skills.	09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-century culture. (Created By Department - Art (ART)) **Start Date:** 09/24/2012 **End Date:** 12/12/2012 **Course-Level SLO Status:** Active	**Assessment Method:** I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay questions and term papers. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** 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. **GE/IL-SLO Reflection:** 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		economic changes of the twentieth century with the development of modern art.	
		11/05/2014 - Both exams feature questions (eg. How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?) that focus on identifying styles, their main qualities/goals, and placing these forms of expression with a social and political context. Students averaged 12/16 on their two midterm essays with most earning 13/16 or above. I feel that my 2013/14 course did meet the expectations of this SLO, but I want to spend more time in class in 2014 discussing how to respond to complex essay prompts as there were three or four students in both exams who had a hard time crafting essay responses. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. 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.	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.
		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.	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.	
		09/12/2012 - There were several questions on both the exams and term papers related to this SLO. eg. 2. How did the Futurists, De Stijl, and the Constructivists adapt Cubist principles to their respective agendas? I like these questions because they require the student to contextualize everything they have learned. The students who answered question 2 (above) received an average grade of 13/16 on the first exam. I was quite happy with the general responses and I feel the lecture content and text do a nice job supporting this SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking	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 cylcle.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because 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.	10/14/2011 - Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915). I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to include an assessment of how the student uses his/her primary source material.
		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. **Result:** Target Met	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2010-2011	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).
Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 2 - Rationale - A successful student will be able to develop a rationale for Pop Art using a methodology focusing on social and economic changes in twentieth-century America. (Created By Department - Art (ART)) **Start Date:** 09/20/2010 **End Date:** 12/14/2010 **Course-Level SLO Status:** Active	**Assessment Method:** This SLO can only be assessed in the form of an essay. I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era. **Assessment Method Type:** Essay/Journal **Target for Success:** The student will earn a 12/16 or above on the midterm essay question examining this SLO.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None at this time. **GE/IL-SLO Reflection:** 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.	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.
		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	11/05/2014 - This SLO seems to be well supported by the course content and supporting materials

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students who took the final chose you address this question. The average essay grade was 13/16. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none at this time **GE/IL-SLO Reflection:** This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. 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.	and I will include this theme on the 2014 final exam.
		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 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None at this point. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.	12/01/2013 - I feel the online Lab discussions and more supporting content for the new edition of the 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.
		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	09/12/2012 - I will teach this course in the fall of 2012 and see how the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** I will see if we can add more specific content to Films on Demand. **GE/IL-SLO Reflection:** This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.	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.
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None at this time. **GE/IL-SLO Reflection:**	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. Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	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. Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).
Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))\n\n**Course-Level SLO Status:**	**Assessment Method:** The instructor will evaluate the students? progress on an individual or need basis. For students who enroll in Art 35X, the instructor expects a good understanding of the students? chosen material, as well as cohesive conceptual ideas. **Assessment Method Type:** Observation/Critique	11/30/2013 - This course is inactive and no reflection is due **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013\n\n09/20/2012 - Roughly 85% of students enrolled in Art 35X were able to complete their stated goals, and presented work that showed good technical skills. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 2 - Critical Thinking - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will work with the student to identify positive and negative points of their ideas and works in progress. **Assessment Method Type:** Observation/Critique	09/20/2012 - 85% of students enrolled in Art 35X showed a good grasp of their artistic ideas, and were able to convey these thoughts through their chosen material. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 3 - Evaluation - A successful student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate the students finished body of work, and identify positive and negative points of their craftsmanship and conceptual execution. **Assessment Method Type:** Portfolio Review	09/20/2012 - 90% of students enrolled in Art 35X were able to present their finished body of work to the class, and discuss positive and negative aspects of their ideas and craftsmanship. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Historical/Cultural Context - A successful student will analyze visual communication in	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:**	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
historical and cultural context. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	Essay/Journal **Target for Success:** demonstrate critical thinking when analyzing information	**Year This Assessment Occurred:** 2014-2015	
		12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 2. Visual communication - A successful student will discuss the relation of visual communication in various societal and cultural settings. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 3. Historical principles - A successful student will	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries	02/18/2014 - Learning is successful **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
understand the historical principles of visual communication. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Target for Success:** Demonstrate critical thinking	Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 4. Technology - A successful student will discuss issues and ramifications of the use of technology in visual communication. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 5. Media - A successful student will analyze content and purpose in relation to specific media. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 6. Interpret - A successful student will interpret images, symbols and typography. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** demonstration of critical thinking when interpreting	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 7. Media on culture - A successful student will understand the influence and impact of informative and persuasive media on culture. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** Demonstrate critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - Recontextualization - A successful student will discuss how images and icons of the past are being recontextualized to form new ideas and cross-cultural identities. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Weekly quiz essay questions and weekly field journal entries **Assessment Method Type:** Essay/Journal **Target for Success:** demonstrate of critical thinking when discussing	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing images on plates and printing them. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** successful completion of project including planning an image, making the print matrix (plate) and printing the plate **Target for Success:** a print demonstrating competence in image, plate and printing	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 2 - Multiples - A successful student will produce uniform multiples, to mat, document and present work in proper portfolio form. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** successful completion of project requiring printing multiples, documentating the prints, and presenting the prints **Assessment Method Type:** Class/Lab Project **Target for Success:** printing an edition of prints and preparing them for exhibition or portfolio presentation	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 3 - Images - A successful student will	**Assessment Method:** Evaluation of images **Assessment Method Type:**	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	Class/Lab Project **Target for Success:** Demonstration of skills	Target Met **Year This Assessment Occurred:** 2014-2015 02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 4 - Evaluate - A successful student will critically evaluate his or her own projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 37 - ETCHING & INTAGLIO PRINTING - 6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:**	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Art (ART)) **Course-Level SLO Status:** Active	Safe practices	**Year This Assessment Occurred:** 2014-2015	
		11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 1 - Relief Images - demonstrate foundation skills in producing images on plates and printing them using embossing, linoleum block and collagraph printing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluate plates and printing **Assessment Method Type:** Observation/Critique **Target for Success:** foundation skills for three types of prints	11/16/2015 - See the cross listed GID course for assessment findings/reflections for 2014-15. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 2 - Printing - produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** evaluate work produced **Assessment Method Type:** Observation/Critique **Target for Success:** print multiple prints that are uniform, present work for critique and peer review	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 3 - Images - understand the importance of developing relevant and original images apart from style, decorative	**Assessment Method:** Evaluation of images **Assessment Method Type:** Class/Lab Project	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:**	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
qualities and technical expertise. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Target for Success:** Demonstration of skills	2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 4 - Evaluate - critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 5 - Diversity - recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 38 - RELIEF PRINTING - 6 - Tools & Materials - understand and practice the safe handling of tools and materials. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** Safe practices	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will present his or her concept for review by the instructor. **Assessment Method Type:** Presentation/Performance	06/22/2015 - 85% of students were able to conceptualize and design original ceramic sculpture. Some students excelled at surface treatments such as texture, slip, and glaze applications, while others excelled at replicating what they were seeing. There was quite a diverse group of creative people taking this class. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Sculpture stands and funding for a wall mounted monitor.	
Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques. **Assessment Method Type:** Observation/Critique	06/21/2015 - Some students excelled at surface treatments such as texture, slip and glaze applications, while others excelled at replicating what they were seeing. When assessing student art projects, its important to consider the students art background, and asses complicated pieces on an individual basis before the final evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Funding for a wall mounted monitor	
Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 3 - Create - A successful student will be able to create sculpture from a visual reference, and from their imagination. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will present finished product to instructor for final assessment. **Assessment Method Type:** Observation/Critique		
Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will present his or her concept for review by the instructor. **Assessment Method Type:** Presentation/Performance		
Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and	**Assessment Method:** The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	building techniques. **Assessment Method Type:** Observation/Critique		
Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate students glazing techniques before and after final firing. **Assessment Method Type:** Observation/Critique	06/22/2015 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth. **GE/IL-SLO Reflection:** Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.	
Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 1 - Techniques - The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students ability to create hand-built objects using multiple building techniques. **Assessment Method Type:** Observation/Critique **Target for Success:** 85% of students grasping the concepts and techniques being taught in class.	06/22/2015 - 85% of students were able to meet the listed criteria and were able to grasp the basic hand-building techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: It is vital for all ceramic students to grasp the basics of ceramic construction to have success in Art 45A.	
Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 3 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three dimensional ceramic projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will present their projects in class using language learned to describe works of art. **Assessment Method Type:** Presentation/Performance	06/22/2015 - 90% of students enrolled in art 45A were successful in presenting and discussing their final works of art, as well as their museum report. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime. **GE/IL-SLO Reflection:** By presenting their final projects and writing assignments in front of their peers, students obtain valuable life skills they will use throughout their lifetime.	
Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 1 - Techniques - A successful student will be able to The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create hand-built objects using multiple building techniques. **Assessment Method Type:** Observation/Critique	10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic handbuilding techniques need to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques	**Assessment Method:** The instructor will evaluate students glazing techniques before and after final firing.	10/30/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
demonstrated in class. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Observation/Critique	Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	06/22/2015 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel –throwing techniques needed to complete assigned projects. The remaining 15% of students who struggle do so mostly because of attendance, and lack of participation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Drains in the floors to hose away unwanted silica dust for student and instructor safety. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
		06/22/2015 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** More in class audio and visual equipment. **GE/IL-SLO Reflection:** Learning the principals of designs is an important in an important part of learning computation and processing skills.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety historical and contemporary glazing and finishing methods will be explored throughout the term. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	06/22/2015 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15-20% failure rate. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Drains in the floors to hose away unwanted silica dust for student and instructor safety. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 4 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three-dimensional ceramic objects created in class. Students will use proper terminology and discuss details such as from, line quality, function, craftsmanship, and glaze application. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through the critique and presentation process, the student will gain increased visual awareness of line, form, function, and surface treatments of their finished works. **Assessment Method Type:** Observation/Critique	06/22/2015 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report. By presenting their final projects and writing assignments in front of their peers, students obtain valuable skills they will use throughout their lifetime. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Drains in the floors to hose away unwanted silica dust for student and instructor safety. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	10/30/2014 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 2 - Finishing - A successful student will be able to demonstrate technical competency in finishing and trimming assigned works. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through repetitious trimming exercises concentrating on tool selection, wheel speed, material consistency, and hand positions, the student will be able to demonstrate technical proficiency in basic pottery trimming techniques. Student progress will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	10/30/2014 - 85% of students were eventually able to grasp the trimming and finishing techniques demonstrated in class. Due to the variables of trimming clay in its various stages, 15% of students seem to struggle with this. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in hand-building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques. **Assessment Method Type:** Observation/Critique	06/22/2015 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Clay mixer /pug mill	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques. **Assessment Method Type:** Observation/Critique	06/22/2015 - 90% of students enrolled in Art 45C were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	06/22/2015 - 90% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 10% failure rate even for an advanced student. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth. **GE/IL-SLO Reflection:** Glazing is complicated, and very different than paint. Students can get easily frustrated with the finished result no matter how advanced the student. With a combination of increased glaze demonstrations, and more clarity in the glaze lab, some of these glaze frustrations can be eliminated.	
Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in and building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques. **Assessment Method Type:** Observation/Critique	10/20/2014 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques. **Assessment Method Type:** Observation/Critique	09/20/2014 - 85% of students were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** funding for a wall mounted monitor.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique. **Assessment Method Type:** Observation/Critique	10/20/2014 - 85% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15% failure rate even with advanced students. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth.	
Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will evaluate the students findings in all five of the various firing procedures demonstrated in class. **Assessment Method Type:** Class/Lab Project	06/22/2015 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** More in class audio and visual equipment. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out surface designs for their functional and decorative objects.	
Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART))	**Assessment Method:** Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures. **Assessment Method Type:** Observation/Critique	06/22/2015 - 90% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		2014-2015 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this glaze class, aids in the students ability to produce well thought out designs for their functional and decorative objects.	
Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will evaluate the students findings in color and surface variation in all five of the firing procedures. **Assessment Method Type:** Class/Lab Project	09/20/2014 - 90% of students enrolled in Art 45F grasped the fundamentals of each individual firing procedure taught in class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures taught in class. **Assessment Method Type:** Observation/Critique	09/20/2014 - 100% of students in Art 45F were able to prepare their work successfully for each glaze or atmospheric firing assigned in class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and	**Assessment Method:** The instructor will evaluate works in progress, and assess students? ability to create ceramic objects using multiple	09/20/2014 - 85% of students were able to meet the listed criteria and were able to grasp the ceramic techniques needed to complete assigned projects.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	building techniques. **Assessment Method Type:** Observation/Critique	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** funding for a wall mounted monitor. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills and challenges their problem solving ability. Learning the principals of design is an important part of learning computation, and processing skills.	
Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will evaluate the students glazing techniques and surface preparations before and after the finish firing. **Assessment Method Type:** Observation/Critique	09/20/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funding for an exhaust fan in the glaze lab. A more functional spray booth.	
Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 47 - WATERCOLOR - 1 - Various Papers - A successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of cold pressed, hot pressed and rough watercolor paper **Assessment Method Type:** Class/Lab Project **Target for Success:** demonstrated correct use of watercolor paper in a watercolor painting exercise	10/06/2014 - See WATERCOLOR 1 and 2 for updated info **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/04/2013 - Class was changed to Watercolor 1 in 2013. See Watercolor 1 assessment and reflection data **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/11/2013 - Students are using hot pressed paper and cold pressed papers and rough papers in class work and homework exercises to create watercolor paintings. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/23/2011 - Students are able to use the various listed watercolor papers by the end of the class in a variety of methods to create watercolor paintings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none at this time	10/23/2011 - No action is needed at this time --- 10/23/2011 - After viewing portfolios, students demonstrated that most of them learned to use correct watercolor paper methods. No action is required at this time ---

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 47 - WATERCOLOR - 2 - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** In class activity projects, homework projects **Assessment Method Type:** Portfolio Review **Target for Success:** Portfolio and visual successful completion of watercolor projects Proper use of brushes as demonstrated on paper Proper use of watercolor media as demonstrated on paper	12/04/2013 - Class was changed to Watercolor 1 in 2013. See Watercolor 1 assessment and reflection data **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/11/2013 - All students were able to use watercolor paints and additional materials such as brushes, water color pads, painting knives, towels, tissues and more to create watercolor paintings **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/23/2011 - Students need additional practice but overall the course goals are met for the beginning level students **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/23/2011 - Add additional in-class assignments that concentrate on brush use and watercolor mixing exercises
Department - Art (ART) - ART 47 - WATERCOLOR - 3 - Basic Techniques - A successful student can apply basic watercolor techniques in painting. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual review of student work **Assessment Method Type:** Portfolio Review **Target for Success:** Correct use of watercolor glazes using color and water and brushes	12/04/2013 - Class was changed to Watercolor 1 in 2013. See Watercolor 1 assessment and reflection data **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/23/2011 - Students have beginning levels of understanding of watercolor methods at the completion of the first level of the class **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/23/2011 - Add intermediate and advanced levels of watercolor classes to improve student success 10/23/2011 - Add an intermediate and advanced levels of this class to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			improve student overall success with watercolor
		10/23/2011 - Most students need additional practice to achieve better control of watercolor wash and glaze techniques. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/23/2011 - Add additional exercises to include specific glaze and wash techniques for all students that can be viewed by instructors during lab
Department - Art (ART) - ART 47 - WATERCOLOR - 4 - Composition - A successful student can use color and design principles to develop basic compositions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Visual review of student work in class and from homework **Assessment Method Type:** Portfolio Review **Target for Success:** Students demonstrate that they understand and use several basic methods of composition including symmetry, balance, asymmetry, repetition and harmony in this beginning class.	12/04/2013 - Class was changed to Watercolor 1 in 2013. See Watercolor 1 assessment and reflection data **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/23/2011 - Basic compositions in Watercolor require a greater understanding of overall 2D design principals. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/23/2011 - Add additional composition modules to overall lesson plan
Department - Art (ART) - ART 47A - WATERCOLOR I - Various Papers - A successful student will be able to create art using transparent watercolor on various types of paper. (Created By Department - Art (ART)) **Start Date:** 09/20/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of in class and homework projects. Evaluation of watercolor notebooks **Assessment Method Type:** Class/Lab Project **Target for Success:** Full use of all materials, paints, papers and brushes	11/15/2015 - Students are very successful using a variety of methods to create watercolor paintings including notebook studies, small 11x14 studies and full sheet paintings. Various types of watercolor paper have been used with great success. Most results show improvement in technique and handling of substrates and materials **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2014-2015	
		10/06/2014 - Student portfolios exceeded expectations for use of notebooks, materials and subject matter. Increased use of notebooks for all assigned work, helped to improve all levels of students painting in watercolor. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/04/2013 - Review of portfolios shows a beginning competence as expected from first term watercolor students. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/04/2013 - Students are able to create successful projects in watercolor based on entry level skills with transparent paper and watercolor. Use of watercolor notebooks have increased class painting skills. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 47A - WATERCOLOR I - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will present a portfolio for review several times during the quarter. **Assessment Method Type:** Portfolio Review **Target for Success:** Competent work will exhibit a clear understanding of watercolor materials such as paints and brushes	12/04/2013 - Beginning students are able to show competence in use of basic materials for painting watercolor studies with brushes and paints **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 47A - WATERCOLOR I - Basic Techniques - A	**Assessment Method:** Review of portfolios and notebooks during	12/04/2013 - Students are able to determine how to use watercolor washes and glaze techniques	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
successful student can apply basic watercolor techniques in painting. (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	the quarter. **Assessment Method Type:** Portfolio Review **Target for Success:** Success will be evident in clear understanding of wash and glaze techniques	via review of notebooks and painting exercises **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 47A - WATERCOLOR I - Composition - A successful student can use color and design principles to develop basic compositions. (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Review of projects and portfolios to determine competency in composition. **Assessment Method Type:** Portfolio Review **Target for Success:** Students will understand and practice good compositional techniques based on standard beginning understanding of design principles.	12/04/2013 - Composition is evident in students that have had 2D comp classes. More students need to take advantage of the 2D composition classes and more composition needs to be added to the watercolor class. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 47B - WATERCOLOR II - Intemediate Techniques - A successful student will be able to demonstrate intermediate use and understanding of materials and techniques in watermedia (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio review of class projects during class sessions will determine success of **Assessment Method Type:** Portfolio Review **Target for Success:** Students will paint full sheet paintings of detailed watercolors. They will keep detailed notebooks and painting studies based on reaearch on each watercolor artists they study.	11/15/2015 - Student portfolios exceeded expectations due to the continued use of notebooks, materials, substrates and new watercolor materials at a higher level than in past classes. Increased use of notebooks for all assigned work, helped to improve all levels of students painting in watercolor. Moving to full sheet final projects increased final portfolio quality and allowed students the opportunity to increase the time used to complete paintings at a higher quality level of work, showing an increased understanding of watercolor painting processes at an intermediate level. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Student portfolios exceeded expectations for use of notebooks, materials and subject matter. Increased use of notebooks for all assigned work, helped to improve all levels of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students painting in watercolor. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/04/2013 - All students demonstrated levels of competence through watercolor paintings and notebooks. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 47B - WATERCOLOR II - Professional watermedia methods - A successful student will be able to analyze, understand and duplicate complex professional watermedia techniques (Created By Department - Art (ART)) **Start Date:** 09/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Review of a minimum of 3 watercolor projects based on the study of master painters. **Assessment Method Type:** Portfolio Review **Target for Success:** Presentation of 3 full sheet watercolors based on master painters	12/04/2013 - Students presented 3 to 5 final projects complete with notebooks, and preliminary studies based on master painters. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 49 - MONOPRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing monoprinted images using painting, drawing and stencils. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting **Assessment Method Type:** Class/Lab Project **Target for Success:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting 12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: evaluate plates and printing **Assessment Method Type:** Observation/Critique **Target for Success:** foundation skills for prints		
Department - Art (ART) - ART 49 - MONOPRINTING - 2 - Portfolio - A successful student will present work for exhibition or portfolio. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting **Assessment Method Type:** Class/Lab Project **Target for Success:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	
	Assessment Method: evaluate work produced **Assessment Method Type:** Observation/Critique **Target for Success:** print multiple prints that are uniform, present work for critique and peer review		
Department - Art (ART) - ART 49 - MONOPRINTING - 3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of images **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 49 - MONOPRINTING - 4 - Evaluate - A successful student will critically evaluate,	**Assessment Method:** Evaluation of participation	02/18/2014 - Learning is successful **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 49 - MONOPRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 49 - MONOPRINTING - 6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** Safe practices	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 4A - FUNDAMENTALS IN DRAWING - Value - A successful student will be able to observe, identify and apply the logic of light and shadows in a representational drawing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of multiple tonal values in a charcoal drawing exercise	08/16/2015 - Students were able to achieve multiple tonal values in various pencil and also charcoal drawing exercises in the online and on campus classes. Students worked from observation in all of the drawing sections. Students improved skills drawing cast shadows. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Students were able to view great works of art that use value and shading from representational drawings. 08/05/2014 - Students were able to achieve multiple tonal values in various charcoal drawing	

		exercises in the online and on campus classes. Students worked from observation in all of the drawing sections. Students improved skills drawing cast shadows. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for poster shadow and light diagrams **Resource Request:** Funds for poster shadow and light diagrams **Resource Request:** Funds for poster shadow and light diagrams **GE/IL-SLO Reflection:** Students are looking at great works of drawings that demonstrate an awareness to light and shadows. **GE/IL-SLO Reflection:** Students are looking at great works of drawings that demonstrate an awareness to light and shadows. **GE/IL-SLO Reflection:** Students are looking at great works of drawings that demonstrate an awareness to light and shadows.	08/05/2014 - Give students visual and written rubrics to encourage the standards of quality of drawing cast shadows and rendering shadows and light.
		10/11/2013 - 80% of the students were able to render a still live using half tone, highlight, form shadow, reflected light and cast shadows in a chiaroscuro drawing. 50% of the students are still having challenges rendering the shapes of cast shadows. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	10/11/2013 - In all of our Art 4A drawing classes we plan to have more drawing examples, demonstrations and also rubrics explaining the correct way to to drawing and render cast shadows.
		09/20/2012 - 80% of students were able to create tonal values in a charcoal drawing exercises. 80% of students passed the class with a C or better. **Result:** Target Not Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **Resource Request:** More funding for lights. **GE/IL-SLO Reflection:** Students need better light bulbs and lighting to create chiaroscuro drawing.	
		10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half tones, highlights, form shadows, core shadows, reflected light and cast shadows in chiaroscuro charcoal drawings. In every class exercise, students were successful rendering a drawing with the logic of light. Students were also successful using chiaroscuro vocabulary and terms in class verbal and written class critiques. Students were successful identifying the terms in drawing presentations. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings. The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.
Department - Art (ART) - ART 4A - FUNDAMENTALS IN DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic principles and elements of design, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Evaluate use of design principles, elements, technical mastery and expressive content in a drawing. **Assessment Method Type:** Observation/Critique **Target for Success:** demonstrated correct use of reasoned	08/16/2015 - Students were able to critique student works in peer reviews based on technical mastery and the principles and elements of design. Students learned to write and speak about drawing projects. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.	**GE/IL-SLO Reflection:** Student were able to look at great works of drawings, videos and lectures to understand the context of history of drawing materials.	
		10/17/2011 - Students were successful using reasoned judgements based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion. Students needed more practice writing in the class. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/17/2011 - The plan is to have students have more practice writing in the design class. Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more reasoned judgements in class critiques and class discussions. Students will include more drawing vocabulary in all discussions.
	Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing. **Assessment Method Type:** Discussion/Participation **Target for Success:** demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.	08/05/2014 - Students improved reasoned judgments by participating in peer reviews in online class critiques. In the past the critiques were only based on instructor feedback. This past year, students are learning how to give reasoned judgements base on a lesson rubric. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for videos of great works of drawings **GE/IL-SLO Reflection:** Students gave verbal and written feedback on great works of drawings. The drawings demonstrated expressive content, design principles, technical mastery and the logic of light and shadows.	08/05/2014 - Give students written rubrics to encourage the standards of quality in class discussions.
		10/11/2013 - 80% of the students were able to make reasoned judgments based on aesthetic	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		design principles, logic of light and shadow, expressive content and technical mastery in a class discussion of great works of drawing.20% of the students had difficulty using drawing vocabulary in class discussions and critique participation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings. The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.
	Assessment Method: Students will submit a portfolio of drawings for review by the instructor. Instructors will evaluate the student portfolio work based on his/her understanding of the principles and elements of design, technical mastery and expressive content. **Assessment Method Type:**	08/05/2014 - Students were able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Portfolio Review **Target for Success:** Students will be able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.	2013-2014	
Department - Art (ART) - ART 4B - INTERMEDIATE DRAWING - Color Drawing - A successful student will be able to observe, identify and apply color theory in a representational pastel still life drawing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive	**Assessment Method:** Evaluate use of monochromatic, analogous and complimentary color schemes in a color pastel drawing. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of tints, tones, shades and color schemes in a pastel drawing exercise.	10/11/2013 - Students were able to observe, identify and apply color theory in a representational pastel still life drawing. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	08/05/2014 - Students will draw abstractions using monochromatic, analogous and complimentary color schemes. 10/11/2013 - Students will have more color theory exercises before completing pastel drawing assignments.
		09/19/2012 - Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.	08/05/2014 - Students will have abstract assignments to practice using monochromatic, analogous and complimentary color schemes 09/20/2012 - Critique work at the 25% stage, 50% stage, 75% stage and at the 100% stage.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		10/17/2011 - Student in the academic year 2010-2011 were successful using tints ,tones, shades and color schemes in a pastel drawing exercise. Students were asked to make a monochromatic and red/green complimentary color scheme still life drawing. In the academic year 2010-2012 students will be using tints, tones, shades and color schemes in drawing exercises. Students will also be asked to make a orange/blue and/or purple and orange color scheme drawing. Students will now look at great works of drawings that focus on pastel technique and color theory. Students are now asked to participate in book reading discussion and class written or oral critiques. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** Student in the academic year 2010-2011 were successful using tints ,tones, shades and color schemes in a pastel drawing exercise. Students were asked to make a monochromatic and red/green complimentary color scheme still life drawing.	10/17/2011 - Th instructor will review at the end of the academic year 2012 and see if the student work has more advanced level color theory.
Department - Art (ART) - ART 4B - INTERMEDIATE DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in a color pastel drawing. **Assessment Method Type:** Observation/Critique **Target for Success:** demonstrated correct use of reasoned judgments based on aesthetic design principles, color theory, logic of light and	11/16/2015 - Students were able to add reasoned judgements, constructive critique and color theory in class critiques in the Intermediate Drawing class. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 08/05/2014 - Students were able to integrate color theory, expressive content and technical mastery in drawing critiques and discussions. Students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	shadow, expressive content and technical mastery in a class drawing critique or art discussion.	used reasoned judgements in class discussions. Students need to have more discussions about abstraction. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for posters on contemporary drawings and abstractions **GE/IL-SLO Reflection:** Students discussed great works of contemporary drawings. Students were required to read a textbook that showed great works of historical and contemporary drawings.	
		10/11/2013 - Students were able to make reasoned judgements based on aesthetic design principles, color theory,logic of light and shadow, expressive content and technical mastery in class critiques. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/19/2012 - Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out	09/20/2012 - Plan to have all student show thumbnail sketches in the start of the pastel drawing. Students must explain composition choices at the class critique. ────────────────────────

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the compositions before completing the final drawing helps students to improve balance and focal point in their drawings.	
	Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of color drawings. **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstrated correct use of reasoned judgments based on color theory, aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of color drawings.	10/11/2013 - Students were able to match color to value in the Art 4B class. Students were able to also use color to represent expressive, surrealist and also symbolic color. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/17/2011 - In the academic year 2010-2011 the students used reasoned judgements in class critiques. Students were able to discuss design principles, the logic of light and shadows, some expressive content and technical mastery in class discussions. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques. In the Academic year 2011-2012 students are now asked to leave 5-10 comments next to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique. Students are also asked to read and examine great works of drawings in class discussions. The instructor plans to review the class discussions at the end of the academic year 2012.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 4B - INTERMEDIATE DRAWING - Expressive or Experimental Drawing - A successful student in an Intermediate Drawing class will be able to communicate expressive subject matter or materials. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate a portfolio or expressive drawings. Students may also present drawings to be evaluated in a class critique. **Assessment Method Type:** Portfolio Review **Target for Success:** Students will be able to demonstrate a portfolio of drawings that integrates expressive, abstract, surrealist or experimental subject matter or mix media drawing.	11/16/2015 - Students were able to generate a portfolio of expressive drawings that ranged from expressive, abstract, surrealist and also experimental or mix media techniques. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - Students were able to use mix media, abstract and expressive concepts in intermediate drawings assignments. Students used watercolor mixed with colored pencils and also ink wash in this class. Students also tried using collage and mix media. Some students also demonstrated an understanding of abstraction in drawing portfolios. 50% of the students still need to explore abstraction in the drawing assignments. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for videos on expressive and abstract color drawings **GE/IL-SLO Reflection:** Students received lectures on great works of drawings that used collage and mix media techniques.	
		10/11/2013 - Students were able to demonstrate a portfolio of drawings that integrate surrealist subject matter in a drawing. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 4C - REPRESENTATIONAL DRAWING - Theme - A successful student will be able to create a series of drawings that express a personal point of view, a theme and personal content. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Inactive	**Assessment Method:** Evaluate use of a theme that express a personal point of view and personal content in a series of drawing exercises. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of personal themes, subject matter or content in a personal series of drawings.	10/17/2011 - We did do a pre/test post/test for drawing basic boxes. Most students were able to complete a basic drawing of boxes or a still life from having the prerequisite of Art 4A before taking Art 4C. We did introduce basic perspective diagrams to help students improve the drawing skills. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Gallery and Musuem fieldtrips and guest lectures integrated into the class. **GE/IL-SLO Reflection:** Students need more time researching and learning about the breath of drawing in an advanced level class.	10/17/2011 - At the end of the academic year 2012, the instructor will review the class discussions and drawing series. The instructor will reflect and see if there is more consistent themes in the drawing work.
Department - Art (ART) - ART 4C - REPRESENTATIONAL DRAWING - Linear Perspective - A successful student will be able to demonstrate a knowledge and application of linear perspective. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/23/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be asked to draw a basic still life of boxes in one point and two point perspective at the start of the course. The students will be asked to complete the same still life at the end of the course. **Assessment Method Type:** Pre/Post Test **Target for Success:** Students must demonstrate a knowledge and understanding of drawing linear perspective from observation.	11/16/2015 - We did do a pre/test post/test for drawing basic boxes. Most students were able to complete a basic drawing of boxes or a still life from having the prerequisite of Art 4A before taking Art 4C. We did introduce basic perspective diagrams to help students improve the drawing skills. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 08/05/2014 - Students were able to draw a basic still life of boxes in one point and two point perspective at the start of the course. The students were able to complete the same still life at the end of the course. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
		08/05/2014 - Students were able to demonstrate a working knowledge of one and two point perspective. Students need more practice with basic foreshortening exercises in this class. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for perspective videos **GE/IL-SLO Reflection:** This is not a GE class.	08/05/2014 - There will be more smaller projects sketching objects in foreshortening from observation. _____
		10/11/2013 - A majority of students entering the Art 4C class we unable to draw a still life of objects in one or two point perspective from observation at the start of the course. Students did not gain fundamental perspective observational skills from the Art 4A class. Throughout the course, students gained basic one and two point perspective drawings skills. We will need to continue to give a Pre/Post test in the Art 4C course. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 4C - REPRESENTATIONAL DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on the rules of linear perspective, class drawing critiques and art discussions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in class critiques. **Assessment Method Type:** Observation/Critique **Target for Success:** Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in a class critiques		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in great works of contemporary drawings **Assessment Method Type:** Discussion/Participation **Target for Success:** Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in great works of drawings.	10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques. In the Academic year 2011-2012 students are now asked to leave 5-10 comments to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	08/27/2012 - Student have improved finding a personal point of view in their pastel drawings. I have students participate in weekly class critiques and self critiques. Students also write personal reflections each week. 10/17/2011 - The instructor will review the class critiques at the end of the academic year 2012. The instructor plans to increase the amount of participation requirements in this class. The instructor will also add more advanced level book reading to encourage students to learn how to participate in class critique.
	Assessment Method: Students will demonstrate an understanding of linear perspective by creating a portfolio. This portfolio will be critiqued and reviewed during class time. **Assessment Method Type:** Portfolio Review **Target for Success:** A strong class portfolio will have drawing examples of correct understanding of the rules of one and two point perspective from observation.	11/16/2015 - Students were able to demonstrate a strong class portfolio of drawing examples of two point perspective from observation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		11/16/2015 - A majority of students were able to create a strong perspective based and representational portfolio by the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - Students were able to demonstrate a portfolio of one and two point perspective. **Result:** Target Met **Year This Assessment Occurred:**	08/05/2014 - Portfolio reviews and rubrics to encourage the standards of quality for one and two point perspective

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014 **Resource Request:** funds videos to show good one and two point perspective **GE/IL-SLO Reflection:** This is not a GE class.	
		10/11/2013 - The class content has changed from last year to this year. Students have not yet been able to present a portfolio of correct one and two point perspective. In the year 2013-14 students will be required to present a portfolio of linear perspective. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
Department - Art (ART) - ART 4D - FIGURE DRAWING - Figure Proportion - A successful student will be able to measure the correct proportion in a figure drawing. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.	11/16/2015 - Students were able to demonstrate the use of human proportion, hand-eye coordination in figure drawing. The students still need improvement with basic anatomy in the basic figure drawings from observation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** There is not GE for this course. **GE/IL-SLO Reflection:** e. **GE/IL-SLO Reflection:** e.	
		08/05/2014 - Students were able to demonstrate a basic use of human proportion, sighting skills and hand eye coordination. Students were able to draw 7 and 1/2 heads high drawings of the human figure. Students were able to sight the measurements using a pencil measuring tools	08/05/2014 - Have more videos playing to show gesture drawing and proportion while the students are drawing from the live model. The new projector system has greatly improved the students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		from observation. Students were also able to draw the landmarks of the human form. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for Figure Models **GE/IL-SLO Reflection:** This is not a GE class	understanding of drawing. Students are now able to view slide shows directly from the projector system. The action plan would be to encourage all figure drawing instructors to use the projector system when teaching this class. _____
		10/11/2013 - Students in the figure drawing class this past year were able to successfully measure the live figure model using the seven and a half heads high proportions. Students were also able to successfully translate the proportion and measurements of the human body using sighting techniques and also hand-eye coordination. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/20/2012 - The portfolio reflects stronger skills in human proportion and sighting. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** More funding for figure modeling to students. We need a Figure Drawing intermediate and advanced level class. **GE/IL-SLO Reflection:** Mastering skills in human proportion, sighting skills, gesture drawing and hand-eye coordination and anatomy improves student success in drawing. Students need on going practice to learn these skills. Students need more intermediate level classes to build skills to advance in the arts.	09/20/2012 - Continue to have student work with observational drawing skills such as sighting, measuring and using a viewfinder. _____
		10/17/2011 - The full unit figure drawing class was	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		not offered during the academic year 2010-2011. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** We need funding for figure models once a year. **GE/IL-SLO Reflection:** It is essential to have figure drawing offered at least once a year. The figure drawing class is part of our studio art degree and transfer degree.	08/27/2012 - The figure drawing class was offered once during the academic year last year in the Winter quarter. In the following year we will offer the drawing class once in the Fall quarter. Taking a figure drawing class helps students prepare a portfolio for transfer into art school and higher educations. Students are now improving basic skills in drawing figure drawing proportion from weekly practice drawing and measuring the figure proportion from a live model.
			10/17/2011 - The art department will offer one full class of figure drawing during the academic year 2011-2012.
Department - Art (ART) - ART 4D - FIGURE DRAWING - Portfolio - A successful student will be able to sort and select drawings based on gesture, proportion, composition and degree of finish in a portfolio. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises. **Assessment Method Type:** Portfolio Review **Target for Success:** Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.	11/16/2015 - Students were able to create a basic portfolio that included gesture, shading and expressive qualities from the human figure by the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - Students were able to successfully demonstrate good gesture and proportion drawing techniques in a exit portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	08/05/2014 - Students need more discussions about the work that needs to be included in an exit portfolio. Students will be encouraged to bring the figure drawing portfolio to transfer portfolio reviews.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds to invite professional artist to review student portfolio work **GE/IL-SLO Reflection:** This is not a GE class	08/05/2014 - Students will need more exercises with composition. Students need more practice drawing the background and the figure in drawing exercises.
		10/11/2013 - Students in the Figure Drawing class the past year were able to successfully in sorting and selecting the best gesture, expressive, composition, negative space, contour line and proportion drawings from class. Students created a portfolio and also a self critique based on selected on campus figure drawing sessions. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/20/2012 - The figure drawing class was offered once during the academic year last year in the Winter quarter. In the following year we will offer the drawing class once in the Fall quarter. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Admission officers from art schools and universities to review figure drawing portfolios. **GE/IL-SLO Reflection:** Taking a figure drawing class helps students prepare a portfolio for transfer into art school and higher educations. Students are now improving basic skills in drawing figure drawing proportion from weekly practice drawing and measuring the figure proportion from a live model.	09/20/2012 - . Reserve B-budget funds to offer one figure drawing class once a year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 4E - HEADS & HANDS DRAWING - Facial Proportion - A successful students will be able to measure and sketch correct facial proportions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of facial measurements and rules of facial proportion in a portrait drawing. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of facial proportion in a portrait drawing exercise.	11/16/2015 - Students were able to demonstrate the rules of facial proportion in heads and hands drawings on campus. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - Students were able to draw the human proportions form observation. Having regular figure live models has greatly improved the students drawing skills. Some part time instructors do need to stress the importance of the proportions of the mouth. The mouth is one third from the chin to the nose and not one half. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for Figure Models **GE/IL-SLO Reflection:** This is not a GE class.	08/05/2014 - Discuss the importance of human proportion with part time instructors.
		10/11/2013 - A majority of students this past year were able to draw the correct facial proportions of the human face in a frontal position. Students were still developing skills in sketching the face from a three quarter and foreshortened point of view. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/11/2013 - Students will need more hand outs and practice sketching the head from different perspectives.
		09/20/2012 - 85% of the students received a C or better and were able to draw the correct facial proportion at midterm and at the final portfolio review. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **Resource Request:** Human skulls to have more practice with facial proportion and anatomy. **GE/IL-SLO Reflection:** Students need more practice drawing from anatomy and from observation.	
		10/17/2011 - Students were successful sketching and measuring facial proportion in drawing exercises during the academic year 2010-2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/17/2011 - Students plan to continue to practice facial proportion in the academic year 2011-2012. Students will have more advanced level portrait drawing books. _____
Department - Art (ART) - ART 4E - HEADS & HANDS DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on technical mastery, expressive content and facial proportion in portrait drawing critiques or class discussion. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique. **Assessment Method Type:** Observation/Critique **Target for Success:** Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.	11/16/2015 - Students demonstrated improved facial proportion, expressive qualities and technical mastery from working from live models on campus. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		08/05/2014 - Students were able to use facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** funds for heads and hands videos to discuss facial terminology **GE/IL-SLO Reflection:** This is not a GE class.	08/05/2014 - We need more videos explaining facial terminology. _____
		10/11/2013 - 80% of portrait drawing students were able to use correct terminology and technical	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		mastery of facial proportion in class critiques, self critiques and peer reviews. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/20/2012 - 85% of students participated in the weekly critique exams. Students used more vocabulary and discussions about proportion in the weekly critiques. Students were able to use both written and verbal feedback in peer reviews. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Online access to offer verbal and written critiques **GE/IL-SLO Reflection:** Critiques are an essential part of the class.	
Department - Art (ART) - ART 4I - FIGURE DRAWING II - Structure - Students will be able to demonstrate a basic understanding of the human anatomy. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/13/2013 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 4I - FIGURE DRAWING II - Approach - Students will be able to Incorporate historical and contemporary approaches to drawing the human figure (Created By Department - Art (ART))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 12/13/2013 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 5A - 2-D FOUNDATIONS - Design Elements and Principles - A successful student will be able to use design principles and elements effectively in design projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of design principles and elements in design projects. **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstrated correct use of design concepts, design elements and principles in design exercises.	08/16/2015 - Students were able to make a range of 2-D art projects that work with visual balance, focal point and emphasis, variety, unity and basic color theory. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Students were able to make 2-D design projects after reviewing great works of contemporary 2-D works of art.	
		08/05/2014 - Students were able to integrate the design concepts, design elements and the principles of design in all exercises. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Funds for Videos on the principles and elements of design **GE/IL-SLO Reflection:** This was not a GE class for 2013-14. It will be a GE class for 2014-15.	08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.
		10/11/2013 - 80% of students this past year were able to use the correct design concepts, elements and principles of design in design and creative exercises. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
		09/20/2012 - 80% of students are improving basic skills in organizing balanced compositions. For example students are now making more thumbnail sketches and concept sketches to plan a finished composition or design. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** We do not have any resources requested at this time. **GE/IL-SLO Reflection:** Learning the principles of designs is an important part of learning computation and processing skills. Computation is one of the 4 Cs.	09/20/2012 - Continue to have students make thumbnails composition sketches for all design assignments.
Department - Art (ART) - ART 5A - 2-D FOUNDATIONS - Design Critique - A successful students will be able to use reasoned judgments based on technical mastery and design principles and elements terminology in design critiques and design discussions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions. **Assessment Method Type:** Observation/Critique **Target for Success:** Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.	08/16/2015 - Students were able to critique work using both written and verbal comments. The critiques and peer reviews were based on the elements and principles of design. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Students were able to critique work based on form and function and cultural symbolism in great works of two dimensional art.	
		08/05/2014 - 70% of students were able to demonstrate correct use of design terminology and reasoned judgements in design critiques. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Funds for Videos on the principles and elements of design **GE/IL-SLO Reflection:** This was not a Foothill College GE in 2013-14. This will be a Foothill College GE for the year 2014-15.	
		10/11/2013 - 90% of students were able to use correct design terminology and reasoned verbal judgements in design class critiques, peer reviews, book reading discussions and also self critiques. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/20/2012 - 85% of students are participating in class critiques and discussions related to design concepts, terminology and design art history. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Critical thinking skills is an essential part of learning in class critiques and discussions. Students learn how to analyze art work based on design principles and elements.	
		10/17/2011 - Students were successful using some design terminology and reasoned judgements in design critiques and class discussions. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/17/2011 - Students have specific design vocabulary review definitions on each class discussion online hand out. Student in the academic year 2010-2011 are now asked to leave 10 or more comments in all class critiques. Students must participate for 3 hours lecture time in all basic two dimensional design classes. The instructor plans to review the book and critique lectures/discussions a the end of the academic year 2012.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 5B - 3-D FOUNDATIONS - 1 - Organization - A successful student will be able to organize elements in three dimensions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor will review 3D completed lab constructed specific projects. **Assessment Method Type:** Class/Lab Project **Target for Success:** A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.	10/06/2014 - Students were able to present appropriate projects to demonstrate 3D presentational skills and had written support documentation. Class was successful. Projects can be smaller in nature and materials should be limited to those that are appropriate for the studio and student to work with at home. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/16/2013 - Students were able to successfully complete multiple 3D projects for presentation, in a variety of materials complete with written documentation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/11/2013 - Students were successful to construct specific 3D projects and also document the design process using visual and written documentation in their sketchbooks. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/11/2011 - Students are able to present completed 3D lab projects for class presentation. Projects were generally consistent with class outcome goals for projects. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Room 1601 needs a complete new	12/11/2011 - Include smaller projects to allow students to improve in organizational skills to create 3D projects 12/11/2011 - Students can improve in this class with practice. Each project increases student level of success. Multiple simple projects

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		projection system for instructional use	will add to student success rather then larger complex projects.
Department - Art (ART) - ART 5B - 3-D FOUNDATIONS - 2 - Evaluate - A successful student will be able to evaluate art works in three dimensions using objective criteria. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will participate in class discussions to evaluate art works **Assessment Method Type:** Discussion/Participation **Target for Success:** Students will use correct terminology to evaluate art works in 3D.	10/16/2013 - Students were able to discuss and evaluate their own 3D projects and the work of other students using appropriate vocabulary and terms related to 3D design, **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/11/2011 - Student need to use more formal terminology to discuss projects **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Projection system in classroom **GE/IL-SLO Reflection:** Improved projection systems will allow instructor to review works online and use repetitive image critiques to enhance student understanding of language needed to review works.	12/11/2011 - Add more image review to classroom lectures that students can evaluate.
Department - Art (ART) - ART 5B - 3-D FOUNDATIONS - 3 - Construct - A successful student will be able to use various methods to construct forms in three dimensions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Instructor review of lab assigned lab projects. **Assessment Method Type:** Class/Lab Project **Target for Success:** Successful presentation of 3D projects using a variety of methods and materials.	10/11/2013 - A majority of students were successful creating 3D projects using a variety of materials and methods. Students were successful creating non object sculptures out of wire, paper mache, wood and plaster of paris. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Instructor will evaluate the 3D work based on the student's technical mastery of the specific material and the limitations of the materials. **Assessment Method Type:** Portfolio Review **Target for Success:** A successful student will be able to construct 3D forms out of a variety of materials such as plaster, cardboard, wood or paper mache.		
Department - Art (ART) - ART 5B - 3-D FOUNDATIONS - 4 - Diagram - A successful student will be able to diagram three dimensional objects in two dimensional drawings. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Review of lab projects in formative stages to include sketches, diagrams and layouts. **Assessment Method Type:** Class/Lab Project **Target for Success:** Presentation of sketches, diagrams and layouts that illustrate 3D projects in 2d format.		
Department - Art (ART) - ART 5C - SCULPTURE - Theory - Students will be able to generate three dimensional sculptural art pieces that use the design principles and elements. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 5C - SCULPTURE - Technical and Materials - Students will be able to demonstrate technical mastery using a wide range of sculptural materials. (Created By Department - Art (ART))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 5L - DESIGN LABORATORY - Inactive - Inactive (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive			
Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A successful student will be able to be able to demonstrate neat, technical expertise in the use of mixed media. (Created By Department - Art (ART)) **Start Date:** 06/07/2011 **End Date:** 06/07/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Portfolio review for this SLO emphasizes problem solving solutions and their success utilizing multi-media **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students use at least 3 or more methods in combination by the end of the quarter.	11/16/2015 - This class was not offered during the academic year 2014-15 and there are no findings or reflections to report. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		much for others. Writing is a struggle for some and I have developed a series of questions to help students generate ideas about their progress and what they have learned.	
		11/30/2013 - After viewing multiple projects and a final portfolio review, students were able to demonstrate neat, technical expertise in the use of mixed media. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** It is a surprise to many students to learn that not only the idea behind an artwork is important, but also that a good presentation is valued. For some of the schools to which our students transfer, it is extraordinarily important that care is taken in how a work is finalized. As always some will have a harder time with this component but it is an aspect that is keenly important in the business world.	07/13/2014 - Students do best when given a variety of methods including traditional methods of cutting and combining as well as digital means. Because digital imagery can be cleaner and parts are less difficult to "glue" precisely many students are successful. Executing "real," physical products can be more time consuming and produce results that are difficult to revise, but they seem to be more satisfying for some students. Some students would be more successful if they are give more personal help while working, difficult to do with those who are online.
Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 2 - Implementation - A successful student will be able to arrange art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking. **Assessment Method Type:** Portfolio Review **Target for Success:** 80% of students receive a B- or better on the	11/30/2013 - After review of portfolios, most students were successful in arranging art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	projects and writings.		
	Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate comosition terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking. **Assessment Method Type:** Portfolio Review **Target for Success:** (80%) exhibit good comprehension of basic principles.	07/14/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Portfolio review helps students prepare a professional looking presentation of their work and forces them to restate the goals and methods for each learning segment.	
		07/13/2014 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the	

| | | resulting fast pace. But I feel that it's too much for others. **GE/IL-SLO Reflection:** This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others. **GE/IL-SLO Reflection:** This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others. | |
| | | 12/13/2011 - In-Person students (about 80%) generally exhibit good comprehension of basic principles and are able to apply composition methods to create artworks. Some students still have problems simplifying, and applying asymmetry vs generally ingrained centered-symmetrical compositions.   In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully.   This coursework is difficult and | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		is harder for online students & results in some 'drops." **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Some hand-outs may need revision for increased understanding. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.	
Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 3 - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. (Created By Department - Art (ART)) **Start Date:** 06/02/2011 **End Date:** 06/06/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% participation without "calling" on students. Ability and willingness to use correct terminology and demonstrate critical thinking.	11/30/2013 - After portfolio review, is was determined that most students were able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/13/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality. **Result:**	12/13/2011 - Try to establish other ways for students to communicate other than in all-class critique, or writing, perhaps introducing small group interaction.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone writing skills.	
	Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work. **Target for Success:** ---80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.	07/14/2014 - Students tend to like critiques as they are an opportunity they say to learn in a way that is different from the lecture. It is important to have everyone participate and in this class they are given points for the amount and quality of their comments. Students learn how to give meaningful praise and constructive information, and they practice learning how to receive, and handle criticism. Each class typically has eager students who would dominate as well as those who would disappear if possible. It's important to maintain a fair balance. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Critical thinking is important in this task as students must be able to say how and why they did things, and be able to evaluate their work objectively as to its' success. Expanding this thinking to viewing and critiquing each other's works is an extension of the process.	

Department - Art (ART) - ART 71A - INDUSTRIAL DESIGN FOUNDATIONS I - Elements and Principles of Design - Students will be able to demonstrate various methods of generating three-dimensional

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
form based on the elements and principles of design. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 71A - INDUSTRIAL DESIGN FOUNDATIONS I - Portfolio Demonstration - Students will be able to collect, archive, edit, and produce a portfolio of three dimensional Industrial Design work. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 71B - INDUSTRIAL DESIGN FOUNDATIONS II - Digital Computer aided Three Dimensional Design - Students will be able to develop the design process of three dimensional design using digital computer-aided design tools. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 71B - INDUSTRIAL DESIGN FOUNDATIONS II - Protypes - Students will be able to confidently work in a prototyping three dimensional design environment. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 1 - Technical - A successful students shall be able to produce original, digital or photographic documentation of their artwork. This may include an advertisement for an art event, a slide sheet, or a website with digital images or a physical portfolio of original works. Students shall be able to copy the steps in the application process and apply these steps to a finished packet. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Group peer and instructor review of final portfolio. **Assessment Method Type:** Portfolio Review **Target for Success:** A successful student will produce a physical, digital or photographic portfolio of their artwork including cover letter, bio, and all support documentation.	11/15/2015 - Students presented very online and hardcopy professional portfolios at the completion of the course, including fully realized working portfolios with resumes, business cards, introductory letters to schools and galleries, artistic statement and well managed visual images of their work. This class continues to be a capstone course for graduating students that use it to help transfer or seek professional representation. Several students are able to transfer to CCA, AAU and other highly regarded art colleges and universities using portfolios produced in this class. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/06/2014 - Very professional portfolios were presented at the end of the class by most students. Portfolios included all appropriate materials, papers, and support documentation. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/12/2013 - All students were able to complete original, digital or photographic documentation of their artwork in the form of web sites. The	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		portfolios were comprehensive including detailed bio, resume and letter of introduction. Many portfolios included more than the required number of images or projects. Several students used the portfolios for college placement and job interviews. The class was very successful. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/06/2012 - All students need to save and archive works from all classes related to portfolio needs for future use in portfolio classes. Some students don't seem to be prepared to participate in the full portfolio class due to lack of work for inclusion. They either lose the work, or cannot seem to find enough work to include, or haven't created enough work of quality to use. The solution is to create an early alert system that reminds students in all art classes to save and archive work throughout their courses. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		12/11/2011 - Students created original portfolios using all means at their disposal. They created both physical and digital and photographic record of a body of content aligned with program and course goals. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	12/11/2011 - No changes or course adjustments are needed at this time
Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 2 - Knowledge - A successful student shall be able recall previous art experience in an artist biography. Students shall be able to	**Assessment Method:** Portfolio review will be used to determine student success **Assessment Method Type:** Portfolio Review	10/06/2014 - Students presented excellent portfolios complete with online documentation. All goals were met. Improved retention and quality for this class. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist resume' and bio, and original photographic images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Target for Success:** Students will be able to create a written cover letter, artists bio and resume' and full final portfolio for review and display either in person or online delivery	Target Met **Year This Assessment Occurred:** 2013-2014	
		12/11/2011 - Students were able to produce fully realized portfolios in both digital and physical format. Teaching this course in face to face, hybrid and full online presents a successful option for reaching higher enrollment goals. Students choose multiple methods for learning in this class and no one method works for all students given the new technologies currently available to students. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	12/11/2011 - No changes or adjustments are needed at this time.
Department - Art (ART) - ART 74 - INDUSTRIAL DESIGN VISUALIZATION I - Visualization Skills - Students will be able to develop visualization skills, problem solving and communication skills used by contemporary industrial designers and/or product designers (Created By Department - Art (ART)) **Start Date:** 12/13/2013 **End Date:** 12/12/2014 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 74 - INDUSTRIAL DESIGN VISUALIZATION I - Perspective - Students will be able to sketch a variety of abstract and functional objects and forms in linear perspective (Created By Department - Art (ART)) **Start Date:** 12/13/2013 **End Date:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/12/2014 **Course-Level SLO Status:** Active Department - Art (ART) - ART 74A - INDUSTRIAL DESIGN VISUALIZATION II - Visualization Skills - Students will be able to develop computer visualization skills, problem solving and communication skills used by contemporary industrial designers and/or product designers (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 74A - INDUSTRIAL DESIGN VISUALIZATION II - Perspective - Students will be able to sketch a variety of abstract and functional objects in linear perspective using a computer. (Created By Department - Art (ART)) **Assessment Cycles:** End of Academic Year **Start Date:** 07/01/2015 **End Date:** 07/01/2016 **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 77 - POTTER'S WHEEL - ONE - The student will be able to demonstrate intermediate level competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate intermediate	**Assessment Method:** The instructor will evaluate works in progress, and assess students ability to create intermediate level wheel thrown objects using the multiple techniques demonstrated in class. **Assessment Method Type:**	05/29/2014 - 85% of students were able to meet the listed criteria and were able to grasp the intermediate wheel throwing techniques needed to complete assigned projects. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
level construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	Observation/Critique	2013-2014 **Resource Request:** More in class audio and visual equipment. Additional custodial time cleaning the floors in ceramics for student / instructor health reasons. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 77 - POTTER'S WHEEL - TWO - The student will be able to demonstrate increased visual awareness by creating, presenting and discussing three-dimensional ceramic projects. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will discuss creative concepts and techniques used to finished assigned projects. **Assessment Method Type:** Discussion/Participation	05/29/2014 - 90% of students enrolled in Art 46B were successful in presenting and discussing their final works of art, and their museum report. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Drains in the floors to hose away unwanted silica dust for student and instructor safety. **GE/IL-SLO Reflection:** In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.	
Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 1 - Business - Students can demonstrate an understanding of the business of a graphic designer. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 2 - Client Needs - Students can work with clients to define communication needs and find appropriate design solutions. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive			
Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 3 - Software - Students can demonstrate a working knowledge of digital media computer software and print output. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive			
Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 4 - Community - A successful student will develop an understanding how serving one's community contributes to society. (Created By Department - Art (ART)) **Course-Level SLO Status:** Inactive			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 1 - Roots - Successful students recognize the roots of technological art. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 2 - Influences - Successful students are aware of specific influences in the history of electronic art. (Created By Department - Art (ART))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 3 - Styles - Successful students compare and contrast styles of technological and electronic art. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 4 - Techniques - Successful students define specific techniques that have emerged in modern electronic art. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 1. Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I **Assessment Method Type:** Class/Lab Project **Target for Success:** This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I		
	Assessment Method: Evaluation of competed hands-on projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Bound books demonstating competence in their construction.		
	Assessment Method: Evaluation of binding projects **Assessment Method Type:** Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: Evaluation of binding projects		
		12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I
			12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I
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			12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I
			12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I
Department - Art (ART) - ART 96 - BOOK ARTS I - 2. Content - A successful student will be able to produce content for books. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of completed projects **Assessment Method Type:** Class/Lab Project **Target for Success:** handmade books that contain content	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	requiring critical thinking	2011-2012 **GE/IL-SLO Reflection:** This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I	
Department - Art (ART) - ART 96 - BOOK ARTS I - 3. Design - A successful student will demonstrate basic design layout in bookmaking. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of design projects **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 96 - BOOK ARTS I - 4. Discuss - A successful student will discuss and analyze content and form in book arts. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of participation **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 96 - BOOK ARTS I - 5. Evaluate - A successful student will evaluate craftspersonship in the book arts. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of student **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 96 - BOOK ARTS I - 6. Tools & Materials - A successful student will demonstrate safe use of book art tools. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of studio practice **Assessment Method Type:** Class/Lab Project **Target for Success:** Demonstration of skills	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 96 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from	**Assessment Method:** Evaluation of participation **Assessment Method Type:**	02/18/2014 - Learning is successful **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
different cultures. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	Discussion/Participation **Target for Success:** Critical thinking	**Year This Assessment Occurred:** 2013-2014	
Department - Art (ART) - ART 96 - BOOK ARTS I - 8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Art (ART)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of particpation **Assessment Method Type:** Discussion/Participation **Target for Success:** Critical thinking	02/18/2014 - Learning is successful **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Unit Assessment Report - Four Column

Foothill College
Program (FA-ART) - Studio Arts AA-T

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

Primary Core Mission: Transfer
Secondary Core Mission: Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-ART) - Studio Arts AA-T - 1 - Graduates of the program will be able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques. **Start Date:** 01/09/2012 **End Date:** 06/30/2014 **SLO Status:** Active	**Assessment Method:** Final portfolio review of students work by instructional team will assess two and three dimensional artwork and designs using appropriate tools, materials, methods and techniques **Assessment Method Type:** Portfolio Review **Target:** Each student should be able to exhibit 20 to 30 quality level two-dimensional and three dimensional artworks at the end of the program cycle in an exit portfolio.	12/02/2015 - No Changes to our program assessment for this year. We found that increased enrollment occurred at MC due to new offerings in digital painting and this contributed to our enrollment although we loss 4% enrollment following college trends. Results were the same as last year: Graduates of the studio art program are able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques. Portfolios verify that the process of SLO's supports the PLO's for Studio Art majors. The portfolio class review supports shows that each student is able to submit between 20 and 30 quality level two and three dimensional artworks at the end of the cycle. Improvements can be made in encouraging students to save and photograph their work for archival purpose. Art students should be encouraged to create fully documented portfolios of work from each class, saving the best work for portfolios. These works can also be used in application to art colleges and other institutions. Art students should be encouraged to write about their work in both technical and artistic terms and include this work in portfolios. Most art schools require students to write about work, both personal and technical terms to gain admittance to higher level classes. We are pleased with the overall results of student portfolios as we review them for transition to higher institutions. We now offer an AT degree and we hope that evidence of the	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		success of this new degree will be shown in the next 2 years. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** FT FAC requested due to loss of 3 faculty to retirement in the past 3 years.	
Program (FA-ART) - Studio Arts AA-T - 2 - Graduates of the program will be able to look at, examine, write about, analyze and critically evaluate two-dimensional and three-dimensional creative projects and culturally significant works of art using the current principles and language of art and design. **Year PL-SLO implemented:** End of Quarter **End Date:** 06/30/2014 **SLO Status:** Active	**Assessment Method:** Class essays and oral presentations by students analyzing and critically evaluating two-dimensional and three dimensional creative projects will be evaluated by instructors to ensure Program learning outcomes are met in all studio art courses **Assessment Method Type:** Essay/Journal **Target:** Written essays and oral presentations should demonstrate the proper use of current principals and language of art and design.	12/02/2015 - We require each student to critique their own work and the work of other students, and continue to use oral presentations for our students to review their work projects. This allows them to use the vocabulary and critical analytical tools learned in art classes to assess the work. Current students do well with this portion of the class and therefore we believe they are successful in this PLO. Art history classes add to their knowledge and ability to understand critical issues in art. We advise students to take concurrent or continuing art history classes to improve critical thinking and understanding of art. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method: Final portfolio review of students work by instructional team will assess two and three dimensional artwork and designs using appropriate tools, materials, methods and techniques **Assessment Method Type:** Portfolio Review **Target:** Each student should be able to exhibit 20 to 30 quality level two-dimensional and three dimensional artworks at the end of the program cycle in an exit portfolio.		

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