

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.

Department Name:

Division Name:

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

Name	Department	Position
Andy Ruble	ART	Ceramics Instructor
Hilary Gomes	ART	Studio Art Instructor
Joy Holland	ART	Art History Instructor

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

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

Ceramics Technician: (Anthony Kitagawa) We want to stress the importance of the ceramics technician position. Our technician spends 16 hours a week maintaining our ceramics facility, formulates and mixes glazes, loads and unloads kilns, and makes sure we are compliant with current HASMAT regulations.

List all programs covered by this review and indicate the program type:

ART	<input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
ART Studio Transfer Degree ADT	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
Art			
ART Studio Transfer Degree ADT			

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

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1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	2765	2669	2507
Productivity	538	535	538
Course Success	73%	74%	78%
Full-Time Load (FTEF)	50.7%	46.9%	53.7%
Part-Time Load (FTEF)	19.1%	28.2%	23.2%

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level
 Female: ☐ Above Level ☒ At Level ☐ Below Level
 <25 Years Old: ☒ Above Level ☐ At Level ☐ Below Level
 >25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The Art Department is a rich and diverse program that serves all ethnic groups that pertains to the Foothill College student equity plan. Although we have experienced a slight 1% decrease in our African American population in the past two years, we have seen a slight increase in our Latino population, and are holding steady in all other targeted ethnic groups. Our most encouraging data statistic is that our success rate for targeted groups has seen a steady rise since 2013. The current success rate is currently

71% in year 15-16 up from 60% success in 13-14. In addition to this climbing success rate, we are also seeing a steady drop in the "W" rate. Withdraws have steadily dropped with targeted students from 23% in year 12-13 to 12% in 15-16. In addition to the implementation of the Foothill College Equity Plan, we feel high school outreach in targeted bay area locations would be a good way to attract additional students to our program. In 2014-15 Hilary Gomes worked with Equity committee to receive an equity grant for a VoiceThread site license for Foothill College to help students from targeted populations to succeed in online courses.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

There are several courses in Art that have experienced significant declines in recent years.

Art 19 A Oil Painting

Art 19A Oil Painting had a -67% decline in enrollment and this is because this class is combined with the 19A-F series to get full enrollment. With the recent retirements and faculty resigning we have had a limited pool of faculty to offer this class on campus. This is a course that helps students prepare a portfolio for transfer and this course is also on our Studio Art for Transfer degree. We need to continue to have high quality trained faculty to offer the painting courses on campus.

Art 5B 3-D Foundations

and Art 5B 3-D Foundations had a -72% decline in enrollment over the past several years. Limiting repeatability, the implementation of course families, and fewer course offerings aided in this decline. Due to full time faculty resigning, this class has struggled with enrollment. We have had to rely on our limited pool of part time faculty who don't have the expertise to offer this class. This course was offered once fully online and did receive full enrollment. This is a larger discussion amongst art faculty if this course should be offered fully online. Since this is beginning level sculpture class it needs to be offered on campus with the appropriate facilities. We cannot remove courses like 5B because it is a core class on our new AD-T Studio Arts transfer degree, and is transferable to most Art Schools and CSUS. We have limited course offerings, but need to offer it once a year for students needing this course to transfer.

Printmaking Courses

Since our full time art faculty member Kent Manske has retired our prior dean has stopped offering most of the printmaking courses such as Etching and Intaglio, Relief Printing, Paper Arts and Monoprinting. We have deactivated Book Arts I and Paper arts because of low enrollment and the demand for these courses. We have moved all of these courses that had been previously crosslisted from GID to the Art degree. We would like to have a discussion if we need to deactivate some of these courses or to move them into community ed.

On Campus Art classes and Online Courses

We have high productivity in our fully online Fundamentals in Drawing, Color, 2d Foundations. Our highest productivity is in our on campus Fundamentals in Drawing courses. Since we have had three full art faculty members retire and one resign we have seen a decrease in our most productive courses offered. Fundamentals in Drawing the last couple of years would be offered at least 4 sections on campus and one online. We believe the courses have not been offered because of the recent retirements. Having more communication and two year schedule in place can be one way to have an increase in this course offered on campus. We would also like more part time and full time faculty available to offer our

foundation level courses.

11. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☒ Steady/No Change ☐ Decrease
 Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

In 2015-16 the art department has a productivity of 538. Although our department remains above the college's target productivity number of 535, factors such as limiting repeatability and restricting class offerings with course families has aided in a drop in productivity over the past few years. In addition to limited repeatability, many of our face to face art courses have a limited number of work stations. For example, we only have 24 potters wheels in room 1803, and less than 30 easels in 1602. Although our online course productivity is very successful, the art department feels strongly about the importance of an on-campus presence where students from diverse backgrounds come together creating in class energy and camaraderie that can only be achieved in a face to face course.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
 In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
 Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
 Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
 In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

-Our programs success rate is 78%, which is above the institutional standard.

Offering fully online core classes such as Art 4A Fundamentals in Drawing and Art 5A 2-D Foundations have helped students be successful to complete their GE for the Humanities and also courses for their AA degrees in Art, Art History and in Graphic Design.

-We have seen a trend in the success rate of targeted students.

This number is currently 71% in year 15-16 up from 60% success in 13-14. In addition to this climbing success rate, we are also seeing a steady drop in the “W” rate. Withdraws have steadily dropped with targeted students from 23% in year 12-13 to 12% in 15-16.

If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program’s Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

SLO assessment and reflection indicate that the pedagogy in Art continues to work as designed to educate our students in the best possible manner. We have updated several classes to reflect changes in how we offer curriculum such as Painting, Color, Ceramics, Print Art Courses, Book Arts, Studio Art For transfer, Drawing, Color theory, Collage and Composition, and 2 and 3-D Design classes. The use of new technology in the classrooms has helped our instruction in room 1601 and 1602. We have an active online course offerings in Drawing, Color and 2-D Design and we continue to offer online courses and use technology in these classes. We have updated all courses and SLO’s to reflect the current body of data.

If your program’s CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Completing the SLOS and reflections has allowed us to continue to update our Foothill College ART AA degree. We continue to encourage students to receive strong formal, conceptual and critique skills in all of our courses and this is reflected in our reflections in our core foundation classes on our AA degrees. These changes enable our students to provide both core curriculum and degrees that are acceptable to the State and to multiple institutions including UC and CSU as well as higher educational level private art institutions. It enables Foothill Art students more opportunities for future educational goals.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We have offered a course called Art 72 Studio Art Preparation. This class has been a support course on our ART AA degree. Since this class has had lower enrollment, we have allowed the option for students to take the portfolio class in GID and also in Photography. In any of these portfolio exit classes, students learn how to photograph their work, write artist statements and learn about art schools and universities for transfer.

Having a clear AA Art degree has also create a clear pathway for students to receive their degree. We encourage students to complete their core courses before taking their supporting courses.

Our department continues to develop methods to ensure that graduates of our program continue to put forth the best appropriate work that can be demonstrated. Our students are accepted at major art academies and schools such as CCA, AAU and most UC and CSU colleges. We believe that although there is always room for improvement, we continue to meet our program level learning outcomes.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

AD-T- Transfer Degree Submitting the narrative and TMC template for the Associate in Art in Studio Art for Transfer Degree	Year: 2015	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Create a Certificate or supporting courses for "Illustration" in the Art AA degree at Foothill College	Year: 2013	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Create a Certificate or supporting courses for "Industrial Design" in the Art AA degree at Foothill College	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

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Please provide rationale behind any objectives that are no longer a priority for the program.

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3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Create New Industrial Design AA degree and Course offerings in Art History	Fall '17	
Create industrial design / sculpture fabrication facility	Fall '17	
Create new glass slumping / fusing courses	Fall '18	
Create new course offerings in Anatomy for Artists and Figure Drawing III		

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
A Full Time Studio Arts Instructor. This	\$50-90k per	Due to the large demand of	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

full time studio art instructor is experienced teaching foundations in 2-dimensional studio arts. This instructor is able to teach color theory, basic drawing, intermediate drawing, representational drawing and two-dimensional design, figure drawing and oil, acrylic and watercolor painting. This person may have experience with printmaking and portfolio development.	annum	fully on campus foundations studio art classes we need another full time studio art instructor to teach our on campus studio art classes, maintain the Hazmat requirements of the room and work on department work.	
Figure Model Funds for Online Instruction: Figure Models for On Campus Heads and Hands Drawing and also for Figure Drawing I and II. We offer Figure Drawing once each quarter and Heads on Hands Drawing once a year. The model poses for 6 hours a week for 10 weeks. The cost for models from the BAMG is \$171 an our from zone 5 for three	Total for (On Campus Instruction) Online Total \$684 On Campus Total: \$1368 0. 00 TOTAL		<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

hours. \$3420 for each course.	L: \$14,364						
Electric kilns: We need 2 new electric kilns in ceramics to replace our aging and failing electric kilns.	\$7000						
Sand blaster: We need an abrasive sand/bead blaster to support our ceramics, industrial design, sculpture, and future glass courses.	\$2000						
Exhaust hood: Exhaust fan / hood purchase and installation for the glaze room in 1803. Due to potential inhalation hazards with ceramic glaze materials, it is imperative we keep a dust free environment in the glaze room.	\$3500						
Stratasys Design Series 3D Printer	\$22,000						
Universal Laser VLS3.50 Desktop Laser 24" x 12"	\$16,000 - \$20,000						
Welding: (2) Miller Millermatic 185	\$4000-\$5000						

CV-DC Welding Power Source/Wire Feeder MIG Welding: Supporting Equipment and Supplies: Welding Gases (on-going) - Cost estimate: \$400 - \$500 (2 tanks) Welding Screens - Cost estimate: \$400 - \$500 (2 screens) Protective Gear - Cost estimate: \$1,000 – \$1,200 (6 helmets, 6 jackets & gloves)	\$2100						
Sawstop 10 inch Industrial Cabinet Saw	\$5000		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Wood working: Supporting Equipment and Supplies: Dust-collection machine - Cost estimate: \$1,000 - \$1,200 Dust-collection accessories - Cost estimate: \$1,000 Vacuum - Cost estimate: \$500 - \$600 Measuring Tools - Cost estimate: \$300 Protective Gear - Cost estimate: \$200	\$3300		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

none requested for this academic year.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

-We Replaced/Repaired Aluminum Standing Easels, drawing stools, and drawing tables.
 -We did NOT receive the requested Skeleton, Skull and plaster-Cast Drawing objects to support our drawing classes. The casts were purchased through the Art Society Club and we never received the sketeton.
 -We hired a full-time faculty member to teach art history, industrial design, and art courses.
 -We were able to rebuilt our glaze spray booth to support glazing options for students enrolled in the ceramics courses.
 -We were able to purchase tablets to support students in our very popular digital painting courses, and help build our program at the new Sunnyvale Center.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
A. Full Time Art Professor	<p>In the prior program reviews we have requested an Art/GID position. The faculty member that was hired was primarily in GID. There were no full time studio art faculty on this hiring committee and this was on our program review.</p> <p>Since we had a thriving art department on campus before Jose Arenas resigned and we had three faculty members retire we need another full time faculty member only in studio arts to offered our most productive classes drawing, painting and color theory.</p>
B. Three Dimensional Design Course Offerings	<p>In prior program reviews we discuss that Art 5B had a decline in course offerings. This is a core requirement on our Foothill College AA degree and our Studio Art For Transfer Degree. This class has been offered in various forms from on campus, hybrid and also fully online. This needs to be a discussion amongst all art faculty and the dean about how to increase enrollment and more course offerings.</p>
C. Communication and a two year schedule.	<p>We will continue to work with holding quarterly art department meetings with the dean to discuss curriculum and art related discussions and the two year art schedule.</p>
D. Printmaking Course Offerings	<p>In prior program reviews we had great concern with the low enrollment of the Book Arts courses that were cross listed in both GID and in ART. This past year the Books in Arts and paper arts classes have been deactivated. All printmaking course are presently now on our Foothill College Art degree.</p>

	We would like to have Print Arts I be offered at least once every two years since it is a support course on our Studio Art For Transfer Degree. The remaining printmaking courses (relief printing, monoprinting, etching and intaglio..) may need to be removed from our AA degree and deactivated. They are not lower division courses and have a decreasing enrollment and course offerings. t
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4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

1. We have had a thriving foundations in art on campus and also fully online course offerings in studio arts. Students use our high quality foundation art courses for GE requirements and also for transfer into local CSUs and art schools. We have a Studio Art For Transfer degree that allows students an easy pathway into transfer in the CSUS. We want to highlight the full time faculty that recently retired and say they have been a large part of the success of our program (Linda Lum, Kent Manske, Joe Ragey and Jose Arenas). We greatly need a new full time faculty member to continue the innovations and presense of the on campus studio art courses. In 2014-15 Hilary Gomes worked with Equity committee to receive an equity grant for a VoiceThread site license for Foothill College to help students from targeted populations to suceeed in online courses.

2. We have a thriving online course offerings in studio art. These are fully enrolled art courses in Drawing, Design and Color Theory. We want to highlight the efforts Hilary Gomes has made to create innovations with her work to get a college wide site licence for VoiceThread for all online courses. This has created innovation and a human voice to online art courses. She had continued to enhance and innovate in the grounds of community in the online environment for both faculty and for students. We hae highly enrolled and productive courses in the studio art online courses and we want to continue to offer these course to create online collaboration and community. Hilary Gomes has worked directly with the Global Access Online community at Foothill College to offer professional development workshops and demonstrations innovations in online delivery.

3. We want to highlight that we have two full time art instructors Andy Ruble and Hilary Gomes who are in the process of completing their Professional Development Leave. Taking professional Development Leaves enhances the instruction and quality of our art department. Hilary Gomes is completing two Anatomy for Artist Courses through the Academy of Art University to enhance the quality of the high demand figure drawing courses we offer at Foothill College. Both Andy Ruble and Hilary Gomes are activilty involved in college wide committees.

4. Student and Faculty Art Exhibitions: Hilary Gomes and Andy Ruble work directly with students to install and exhibition student art work in two student exhibitions at the Foothill College library exhibition space. Our part time and full time art instructors exhibit in the Foothill/De Anza Faculty Art Exhibition.

4. We want to highlight that we have offered Industrial Design Visualization I at the new Foothill College campus for the first time by the full time instructor Joy Holland.

5. We have full time and part time ceramic and art instructors who exhibit localally and nationally. Our full ceramic faculty member has also given ceramic presentations in Hawaii. Hilary Gomes has recently

exhibited her drawings at the Pacific Art League in Palo Alto, CA.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

Over the last four years, the Art Department has worked hard to deal with the fallout from the end of repeatability. They developed sensible and logical course 'families' and have managed to keep their productivity at a respectable level, despite the slight drop in enrollment. It is noteworthy that overall course success rates have increased. The department lost two popular and very experienced full-time faculty to retirement over the last year and, although they are both teaching on Article 19 contracts, there is a real need for at least one more full-time faculty to maintain the broad range of course offerings required for a robust Art program. The department has written four Industrial Design classes and we hope that this will become an important part of the overall growth of this department.

The full-time faculty are committed and talented and the adjunct instructors have also shown initiative and a willingness to experiment with new schedules to accommodate our students' needs. The development of online drawing classes a few years ago is evidence of our instructors' ability to adapt to offer our students more course alternatives. The faculty should also be commended for their leadership across the campus, especially in the integration of Voicethread technology in online classes.

We have repurposed one classroom (1801) so that it can now be used as a general-purpose Art classroom and I would like to see more evening, Friday, and Saturday classes offered now that we have the increased ability to house these sections in appropriate facilities.

The Art Department has committed to a two-year schedule which it will be sharing with Counseling in the winter quarter of 2017. Hopefully, this will make it easier for Art students to plan their degree courses over their two years at Foothill College.

It should also be noted that the Art Department has been a willing participant in efforts to build community at the college and Art Department faculty and students will be involved in the creation of three large murals in 2017.

6B. Areas of concern, if any:

As noted above, it is important that the Art Department add a full-time faculty member to allow the department to grow; the department is down to two full-time faculty from five just three years ago and this is particularly difficult when full-time faculty are on PDL. The drop in enrollment by students from underserved populations should be discussed (see below).

6C. Recommendations for improvement:

I would like the Art Department to put together a cohesive plan to address the decline in enrollment by students from underserved populations (African American, Latino, etc.). They need to look at why these students are not taking their classes; it is possible that the popularity of ADT degrees is affecting these numbers as students experiment less outside their majors, but we need to see if more evening/Friday. Saturday options would make Art classes more accessible to all our student populations. The department should also look at overall success rates for the targeted student populations and assess how they propose to close the gap in success rates. This should be discussed in their regular department meetings and they should work with the dean to better support these students. It is also important that we take a close look at the Art facilities as there is a real need for new equipment to enable new course to be taught.

6D. Recommended Next Steps:

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

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

The department should be commended for its curriculum work, work with OEI and in incorporating tools like VoiceThread. The department has made significant contributions to the campus and to Foothill students and has a great potential to do more.

6F. Areas of concern, if any:

While targeted student course success rates have risen significantly, there is still a 10 percentage point gap with other students. I agree with the Dean's suggestions to request data from institutional research that can be used to guide department discussions.

6G. Recommendations for improvement:

The program outcomes assessment show students are meeting the outcomes of the program. The department might consider looking at the outcomes for students that complete all degree requirements (including GE) to assess whether there are differences in outcomes based on success in supporting courses.

6H. Recommended Next Steps:

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

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College Program (FA-ART) - Art AS/CA

Mission Statement: The Art/General 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 Degree and not necessarily transfer to a four-year school. 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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.</p>	<p>11/21/2015 - Art 1 was taught 11 times in 2014/15 with five sections taught online. This reflection is based on one online section and one face-to-face section from the Fall of 2014. This SLO is featured in the face-to-face midterms, weekly lab discussions, and in the weekly essays and Discussion sessions for the online courses. Students are very receptive to discussions of contemporary artists and issues that relate to their own experiences. The following is a sample question from my Art 1 online course: "2. What is your relationship with knowledge and technology? Please discuss Jean Tinguely, Nam June Paik, and Fernand Léger from your text and look at how their images engage with technology. Do they help you understand your own relationship with technology?" Students were consistently able to relate the work of these artists to their own experiences. WE will continue to vary the artists we discuss and reference themes that directly impact our student's lives (this year, we have talked about terrorism and fundamentalism in the Islamic world - Shirin Neshat's work refers to Muslim women's experiences- and technology and the lack of meaningful lives for young people - Banksy's "Dismaland" seems to speak to our students). Over 85% of students wrote successful responses (12/16 or better) to this SLO prompt in their online courses.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>11/21/2015 - We will continue to monitor the results for this SLO and intend to keep it as part of our curriculum.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: None at this time.</p> <p>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.</p>	
		<p>11/03/2014 - NB. This is the first year that Simon Pennington has written the Art 1 SLO reflections as Dr. Reid has retired and will return (on Article 19) in the winter of 2014.</p> <p>In the online section of Art 1 I taught by Simon Pennington in 2013/14, students were able to meet this SLO more than 75% of the time. The students are required to write short essays each week and the focus of the essays is on analyzing and contextualizing a variety of art based on the themes discussed in the weekly Modules. The average grade was 80%, based on one online course. I will be able to present a more thorough analysis of this SLO in 2014/15.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO encourages the student to critically analyze art made in the USA from a multicultural perspective taking into account how the diversity of our population has added to the creativity and increased self-awareness of our culture. Students are expected to look at works like "Trauma" by</p>	<p>11/03/2014 - I intend to continue assessing this SLO into 2014/15 as it is such an important aspect of the Art 1 curriculum.</p> <hr/>

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		<p>Hung Liu and examine our own freedoms compared to the historical treatment of women in China and more recently in 1989 at Tianamen Square. This is a very important SLO and we will continue to change the artists and themes we discuss to fully reflect the changes taking place in American society.</p>	
		<p>04/20/2014 - The target for success was met, with at least 75-80% of students earning 8/10 points possible or higher on weekly essay assessments. I tend to score higher on the first two assignments as students begin to learn what is expected of them, however, grades are mostly maintained as students improve their work by incorporating my suggestions in subsequent submissions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - I plan to continue this assessment as it is effective in showing student learning in Art 1.</p> <hr/>
		<p>09/12/2013 - 80-82% of students continued to receive a grade of 8 or higher on the 10 point essay assignment. Despite the fast pace of summer classes (6 weeks instead of 12 weeks per term) students in the early and regular summer session scored higher in general on essay assessments than students enrolled in classes during the regular academic year. It seems that more students enrolled at 4 year universities take summer session online classes and this may account for lower drop rates and higher grades during summer session.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>09/12/2013 - I plan to continue to utilize this assessment as it has been successful. I will also continue to compare success rates between summer session and the regular academic quarterly sessions.</p> <hr/>
		<p>09/04/2012 - 80% of students received a C or better on this essay.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>09/04/2012 - I plan to continue to utilize this assessment as it has been successful.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: Mastering the ability to write this paper is essential in the development of analytic and critical thinking skills.</p>	
		<p>09/04/2012 - 84% of students received a score of 8 or higher on essay assessments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>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.</p>	<p>09/04/2012 - I will continue utilizing this assessment as it has been successful to date.</p> <hr/>
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 2 - Analyze and Describe - A successful student will be able to Analyze and describe a single actual work of art in an in-depth essay utilizing specific art historical methodology, which focuses on the role of the viewer in creating meaning in a work of art. (Created By Department - Art (ART))</p> <p>Start Date: 09/04/2012</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 3-5 page essay using the above specific three-part method of analysis to describe, deduce information, and suggest areas for future research on single work of visual art.</p>	<p>11/21/2015 - Both the online and face-to-face sections of Art 1 incorporate this SLO in the curriculum. All students are required to visit a museum (the F-2-F section also has a required museum orientation lab session) and write a five-page analysis of two works of art. The student is expected to provide a formal analysis, thematic analysis, personal reflections,etc. In Fall of 2014 the average grade for this assignment was 85 % for the F-2-F class and 84% for the online section.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO directly supports the Communication, Creative, Critical, and</p>	<p>11/21/2015 - This is a very popular assignment with our students as it allows them to really apply the course content to the art they are looking at in the museums they visit. We intend to keep this SLO and will also continue to assess the ability of our students to synthesize the art they have chosen to analyze.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p>	
		<p>04/20/2014 - The Museum Report Essay remains an effective method of proving student ability to utilize the descriptive/deductive/speculative method of analysis to provide a close reading of a single artwork in a museum context. The report requires students to closely describe an artwork, deduce information based on that initial description, and speculative on areas for future art historical research; this provides a basis for analyzing artworks that is useful in future art history courses, etc. The majority of students enthusiastically embrace this project, commenting that the project solidifies what they learn in text and lessons, while encouraging creativity and critical thinking. Overall scores on this assessment reflect the success of the project.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - I will continue using this method of assessment.</p> <hr/>
		<p>09/12/2013 - 85% of students successfully wrote 3 -5 page essays using a specific three-part analytic methodology and focusing on a single work of art in a museum context. These essays showed creativity and an understanding of the significant role of the viewer in analyzing works of art.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>09/12/2013 - This was a highly successful assessment and I plan to continue using this format for student learning about art.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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: creation of project that demonstrates design principles	09/01/2016 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2015-2016	
		10/01/2015 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2014-2015	
		10/01/2015 - Check cross-listed GID course reflections Result: Target Not Met Year This Assessment Occurred: 2014-2015	
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: completed project that demonstrates using hardware and software	09/01/2016 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2015-2016	
		10/01/2015 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2014-2015	
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))	Assessment Method: Evaluation of project Assessment Method Type: Class/Lab Project Target: Demonstration of skills	09/01/2016 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		2015-2016	
		10/01/2015 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2014-2015	
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: Demonstration of skills	09/01/2016 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2015-2016	
		09/01/2016 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2015-2016	
		10/01/2015 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2014-2015	
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: Demonstration of critical thinking	10/01/2015 - Check Cross-listed GID course reflections Result: Target Met Year This Assessment Occurred: 2014-2015	
Department - Art (ART) - ART 14D - DIGITAL ART & GRAPHICS - 6. Diversity - A successful student will recognize and	Assessment Method: Evaluation of participation Assessment Method Type:	09/01/2016 - Check Cross-listed GID course reflections Result:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Discussion/Participation Target: Demonstration of critical thinking	Target Met Year This Assessment Occurred: 2015-2016 02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
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: Demonstration of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications in painting exercises.	09/01/2016 - Students were able to successfully paint alla-prima and direct paintings and impasto. Students did not learn any glazing techniques. Result: Target Met Year This Assessment Occurred: 2015-2016 10/01/2015 - 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. 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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>and/or acrylic paints for both classwork exercises and homework.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: New easels and easel repairs are needed in the art studios</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students are now understanding these new techniques by participating in book reading online class discussions. Students have improved techniques in impasto, alla prima, under painting and glaze application. Students used half of the class to practice these techniques. Using a portion of the class to practice during lab time has helped students to improve. Having the video tutorials has also helped students to improve at home and in class.</p>	<p>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.</p> <hr/> <p>10/17/2011 - In the academic year 2011-2012 students will expand the use of paint application methods. The instructor is providing a variety of online videos demonstrating impasto, palette knife, glazing, wipe out method underpainting techniques and alla prima brush application methods. Students are successful by seeing how to do the videos and also practicing these methods in homework assignments. The students are also analyzing paintings that use various paint applications. Students are understanding these new techniques by participating in book reading online class discussions. The instructor plans to review the paint application technique and quality of book reading discussions</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			at the end of the academic year 2012.
<p>Department - Art (ART) - ART 19A - OIL PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstration of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes in painting exercises.</p>	<p>09/01/2016 - 60% of students successfully used color theory in this class. Students could have a prerequisite to take Color I before taking Painting.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/01/2015 - 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 was to have students to have more practice mixing complimentary colors, color charts, color wheels and direct application of cool/warm color schemes.</p> <p>Color theory class discussions and book readings are more integrated into the class. Students are required to discuss, write and integrate color theory terms in the Painting I class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>08/27/2012 - Students are now understanding how to make a finished oil painting using under-painting and also monochromatic colors.. Using a portion of the class to practice the steps or the process of an finished oil painting has improved their understanding of historical oil painting technique and glazing technique. Students have also improved by having the instructional video demonstrations to watch at home or in class.</p> <p>Students are also learning more about color theory by learning how to mix color compliments, the color wheel and also tints, tones and shades. Practicing color theory and color mixing has helped the students technique in the finished class oil painting still lives.</p>
<p>Department - Art (ART) - ART 19B - ACRYLIC PAINTING I - Painting</p>	<p>Assessment Method: Evaluate use of traditional or contemporary</p>	<p>09/01/2016 - Students were able to try representational techniques but did not have the</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Applications - A successful student will be able to paint a still life from observation using various acrylic painting applications. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>paint styles and paint applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstration of traditional or contemporary paint styles and paint applications in painting exercises.</p>	<p>opportunity to try traditional or contemporary styles.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
		<p>10/01/2015 - 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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>10/06/2014 - Students are able to complete projects in an appropriate method and level or application for beginners.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
		<p>10/06/2014 - Students can demonstrate to a limited level, either contemporary or traditional painting methods appropriate to the course outline.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012-2013</p> <p>08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
		<p>10/17/2011 - In the academic year 2010-2011 painting II students made copies of great works of paintings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students are now understanding how to make different styles and applications of paint by making a painted study or copy from a traditional or contemporary great work of art.</p> <p>Students use a portion of class time to copy from a painting. They have learned a range of techniques from palette knife, impasto, glaze application, scumbling or mix media.</p>	<p>10/17/2011 - In the academic year 2011-2012 paintings students will continue to make studies and copies of great works of paintings. The student is now asked to research, examine and discuss great works of paintings. The student now has a better understanding of the breath of painting from doing the academic research.</p>
<p>Department - Art (ART) - ART 19B - ACRYLIC PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART))</p> <p>Start Date:</p>	<p>Assessment Method: The instructor will give a portfolio review at Midterm and at the Final.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target:</p>	<p>09/01/2016 - 60% of the students were able to apply traditional and contemporary painting and color theory techniques. Students need a prerequisite for Color I and II for this class.</p> <p>Result: Target Not Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
10/15/2011 End Date: 08/31/2012 Course-Level SLO Status: Active	Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.	Year This Assessment Occurred: 2015-2016 10/01/2015 - 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: 2014-2015	
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: Demonstrated correct use of personal themes, subject matter or content in a personal series of painting.	10/01/2016 - 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: 2015-2016 09/01/2016 - 60% of the students used a range of subject matters. Most intermediate students were still painting traditional still lives and not so much of personal subject matter. Result: Target Not Met Year This Assessment Occurred: 2015-2016 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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>series of painting exercises in increasing difficulty working towards higher levels of technical and creative complexity in painting.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
		<p>08/27/2012 - Students are now understanding how to incorporate different subject matters in a painting by making a painted study of traditional or contemporary great work of art. Students next incorporate the style or subject matter in their own painted work. Students use a portion of class time to copy from a painting. They have learned a range of subject matters from abstract, realistic, surrealist or impressionistic.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
		<p>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.</p> <p>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.</p>	<p>08/27/2012 - Students now are using a sketchbook to help them create a personal body of thematic work.</p> <hr/> <p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 12/10/2012</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will have a midterm and final portfolio review.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Students will be evaluated how well they are able to incorporate color theory borrowed from traditional or contemporary painters.</p>	<p>09/01/2016 - 60% of the students were able to apply traditional and contemporary painting and color theory techniques. Students need a prerequisite for Color I and II for this class.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 2 - Color Organization - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p>	<p>09/01/2016 - 80% of the students successfully submitted a portfolio twice a quarter on campus. 80% of the students successfully submitted a weekly online portfolio including written observations and color theory terminology.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>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.</p> <p>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 to paint a shoe, a self portrait or even a flower. Students are now more successful this past</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>quarter to make simple abstract designs.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>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</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>10/01/2015 - On campus and online students have been able to mix color successfully, incorporate & understand color vocabulary, participate in critiques, and complete the color & design projects on time.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/01/2015 - 80% of the students successfully submitted a portfolio twice a quarter on campus. 80% of the students successfully submitted a weekly online portfolio including written observations and color theory terminology.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>08/05/2014 - 90% of the students were able to submit a portfolio of Color I assignments twice a quarter that demonstrated an understanding of color harmonies.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Videos on color theory portfolio organization GE/IL-SLO Reflection: This is not a GE class.</p>	<p>08/05/2014 - Spend more time lecturing on how to organize portfolios for transfer.</p> <hr/>
		<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
		<p>12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to comprehend and discuss art fully.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Some hand-outs may need revision 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.</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student will be able to evaluate color paper or painted colored art projects based on the strengths and weaknesses. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>09/01/2016 - 80% of the students successfully submitted a weekly online portfolio including written observations and color theory terminology.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/01/2015 - 80% of the students successfully submitted a portfolio twice a quarter on campus. 80% of the students successfully submitted a weekly online portfolio including written observations and color theory terminology.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>08/05/2014 - 80% of the students were able to demonstrate correct color terminology in class critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Fudns for videos on color terminology and posters</p>	<p>08/05/2014 - Incorporate color terminology quizzes and rubrics in place of class critiques.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: This is not a GE class</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>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.</p>	
	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and</p>	<p>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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>other students work.</p> <p>Target: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p> <p>Assessment Method: Students will be evaluated by observation and/or class lab critique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: A successful student will be able to evaluate color work based on strengths or weaknesses.</p>	<p>the work.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Evaluate technical expertise in the mixing, judging, & application & neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% success in finding correct color and applying it without streaks by week 11.</p>		
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and</p>	<p>Assessment Method: Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p>	<p>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.</p> <p>Result:</p>	<p>11/21/2015 - We hired a new full-time tenure track art historian this year and will be revisiting our SLOs next year.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>meaning. (Created By Department - Art (ART))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 06/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p>	
		<p>11/03/2014 - As noted in an earlier SLO, this is a more challenging task for the students as there is a small amount of memorization involved. Having said that the average grade on the three exams was 84% and the points for the slide identification section improved throughout the course with most students able to identify, date, and discuss six out of seven of the images on each exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO relates directly to the Communication, Critical Thinking, and Global Consciousness IL outcomes. The students are required to be familiar with the art of diverse cultures and analyze the meaning and significance of the art within that culture. They demonstrate this mastery by writing a short analysis of each work of</p>	<p>11/03/2014 - Art historians regularly discuss the wisdom of having students memorize specific works of art for analysis, however, we feel it is important to have a firm knowledge of a few works of art so that the student can use this knowledge to discuss similar pieces from the same culture and period. This is a more challenging SLO and we will continue to assess its usefulness over the next few years.</p>

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

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time</p> <p>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.</p> <p>I feel that the critical thinking skills developed in any humanities course are by far the most important outcomes, however, increasingly students come to us with little basic knowledge of history and context. I realize that if I can help them get a basic grasp of chronology, their ability to understand and contextualize information improves dramatically.</p>	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Start Date: 09/19/2011</p> <p>End Date:</p>	<p>Assessment Method: This SLO is addressed by an essay question on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p>Assessment Method Type: Exam - Standardized</p>	<p>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).</p> <p>Result: Target Met</p>	<p>11/21/2015 - We will revisit this SLO in 2015/16 and possible modify it to expand its scope.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/13/2011 Course-Level SLO Status: Active	Target: The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.	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.	
		11/03/2014 - Over the past few years, this SLO has been assessed based on specific questions about the impact of the Nile river on ancient Egyptian civilization. This theme was again featured as both a F2F class Paper topic in the fall of 2013 and an Online paper topic in the spring of 2014 and an exam question on the first fall 2013 midterm. The students were able to answer this question to my satisfaction on the first exam (seven students chose this essay question) and received an average of 13/16. The question was also featured on the first midterm in the online spring 2014 section of Art 2A (Why were the Egyptians an essentially optimistic people? What environmental factors shaped their culture and how was this expressed in their art?). In this case the average grade was 8/10. 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	11/03/2014 - This is an interesting SLO, but I would like to change it next year to expand the scope of the assessment beyond Egypt to more fully support the Global Consciousness rubric.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>in group discussions -in their seminars) the relationship between environment, culture, and cultural production (literature, art, etc.). They study the topography of North Africa and assess how the presence of the Nile (and its natural cycles) helped develop the ancient state of Egypt and influenced the Egyptian obsession with stability and tradition and also helps explain the essentially conservative nature of ancient Egyptian culture, art, and religion.</p> <hr/> <p>12/01/2013 - This SLO featured in both the traditional face-to-face section of Art 2A and the online course as well. As noted last year, the students were, on the whole, able to develop and understanding of how environment can help shape civilizations/cultures. I did spend more time this year establishing the geographic and environmental factors that helped shape Ancient Egyptian culture. The five papers that dealt with this subject did a nice job drawing associations between factors like the Nile river and surrounding deserts with the optimism of Egyptian culture. The average essay score for this topic was 57/70 (B)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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.</p> <p>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.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 2012 to clarify expected outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.</p>	<p>09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.</p> <hr/>
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>09/10/2012 - This SLO featured on both the second midterm exam and was also a optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile,</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p>	<p>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.</p> <hr/> <p>10/14/2011 - I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge. I will assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.</p> <hr/>
Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY	<p>Assessment Method: This SLO is featured on the second midterm as an essay question. It is also a possible</p>	<p>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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>THROUGH EARLY CHRISTIANITY - 1 - Classic Athenian Art - A successful student will be able to demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC. (Created By Department - Art (ART))</p> <p>Start Date: 04/08/2013</p> <p>End Date: 06/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>topic for the term paper.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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 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.</p>	<p>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.</p> <hr/>
		<p>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.</p> <p>Six students chose to respond to this them on the</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>second midterm essay and the average grade was 13/16 which is rather good.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this point.</p> <p>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.</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility competencies because it requires the student to relate culture (political, religious, etc.) to the material</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>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.</p>	<p>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.</p> <hr/> <p>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.</p> <hr/>
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Cave Paintings - A successful student will be able to explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance. (Created By Department - Art (ART))</p> <p>Start Date:</p>	<p>Assessment Method: The student will write a 10 page MLA formatted research paper. This SLO is also a possible subject for a short essay on the first midterm.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: The student should receive a 60/70 on the term paper or at least a 12/16 on the</p>	<p>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</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
04/08/2013 End Date: 06/25/2013 Course-Level SLO Status: Active	midterm.	<p>the theories of scholars like David Lewis-Williams and featured this theme in an assigned lab-discussion film.</p> <p>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 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.</p>	
		<p>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.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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, human psychological development can be tracked through artistic expression as we see a clearly developed consciousness in the cave painting of the Paleolithic era.</p>	
		<p>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.</p> <p>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</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>understand psychology, neurology, and new techniques in archaeology.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p>	<p>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.</p> <hr/> <p>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.</p> <hr/>
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p>Start Date: 01/07/2013</p> <p>End Date:</p>	<p>Assessment Method: This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and</p>	<p>11/21/2015 - This SLO is featured in both the online and F2F sections of this course (one F2F and three online sections in 2014/15). The average responses for the F2F section were generally a little better than the online responses. The F2F prompt was - 3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education (Humanism), exposure to new ideas, and wealth and status. Of seven students who chose to respond to this question of midterm #2, the average grade was 12/16 which leaves much room for improvement. The online sections</p>	<p>11/21/2015 - This SLO will be review this year to incorporate ideas from our new full-time colleague.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
03/26/2013 Course-Level SLO Status: Active	commerce. A student should receive 12/16 or better on the essay.	<p>answered the following question: 2. Discuss the economic, political, and social factors that precipitated the development of new economies and a 'new art' in Italy in the 14th century. What role did art play in these new urban economies? The average grade for students who answered this question was 8/10. In both cases, this SLO was supported by lecture content, lab Discussions, and video content.</p> <p>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 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.</p>	
		<p>11/03/2014 - This SLO was addressed in an essay question on the third midterm in the F2F (winter 2014) section, an online Discussion question for the same course, and in all three sections of the online course (fall, winter, and summer). The winter F2F midterm responses to a question based on this SLO (Please discuss Humanism in specific reference to the art commissioned by important patrons like the Medici. Why were they so fascinated with Greek and Roman culture?) were excellent. This question was answered by seven students with an average grade of 14/16 (very good!). Because the question requires the student to look at the Renaissance economy, new mercantile classes, and art production as related</p>	<p>11/03/2014 - This is an important and successful SLO and I will continue to introduce these themes into essay questions, discussion prompts, and term paper topics.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>themes, it did produce some the the best in-class essays of the whole course. I was also impressed by the online Discussion based on this theme (After studying many of the paintings we are studying in chapter 20 (15 in some texts) it is evident that some of the patrons (the actual people who paid for the art) are actually featured in the religious scenes (look at images 20-4, 20-9, 20-12, and 20-17). What does this, to us, unusual inclusion of the donors tell us about economic, social, and religious changes taking place in Europe in the fifteenth century? Why did the donors have themselves included in the paintings they commissioned?) as the students did a really nice job bringing the various elements (economic, social, etc.) together.</p> <p>Result: Target Met 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.</p>	
		<p>12/01/2013 - This SLO continues to bring out the best in the students. It was addressed in the face-to-face section in the Winter and in the three online sections. I have added more films from Films on Demand, Lab Discussion questions, and primary source material to support this SLO and</p>	<p>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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the students really seem to relate to the material. The online students did a nice job with their assignment essays and the Winter face-to-face section was equally successful with all 11 students who answered this question getting 12/16 or above for this prompt.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>	<p>quarter.</p> <hr/>
		<p>09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>	<p>09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/14/2011 - I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series. The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>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.</p>	<p>09/10/2012 - I will continue to feature this theme on the second and third midterms and assess the outcomes for the 2012 course.</p> <hr/>
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3 - Bibliography - A successful student will be able to assemble and use an appropriate bibliography (works cited page) for the required term paper. (Created By</p>	<p>Assessment Method: The assignment directions for the Art 2B paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read</p>	<p>11/21/2015 - Every student who completed all four section of Art 2B in 2014/15 wrote a term paper. All F2F students wrote abstracts, including a Works Cited section, which were assessed and graded by the professor before they began writing their term papers. This have helped improve the term papers and the quality of the papers</p>	<p>11/21/2015 - We will add required paper abstracts to online courses when we migrate to Canvas in 2016.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART))</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>improved (80% up from 68% in 2014). We will add required abstracts to the curriculum for all online courses in 2016/17 after we have migrated all our courses to Canvas.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p> <hr/> <p>11/03/2014 - Based on my findings last year, I introduced another component to the F2F term paper and required that all students submit a paper abstract three weeks before the paper was due. This did encourage students to begin work earlier and produced much improved Works Cited pages and more focused topics. These abstracts did produce mostly 4/5 or above for the works cited pages. However, the quality of the papers (the grade being based on the actual papers) was a little lower than expected. The class average was a C+. The online sections wrote shorter papers and the average for the fall and winter sections was 77%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection:</p>	<p>11/03/2014 - Although I feel most Art 2B students were able to assemble an appropriate Works Cited page for their research papers, I still feel there is much room for improvement. I have tried to establish a direct correlation between the level of English class completed (ENG 1A, 1B, etc.) and the quality of a student's writing and, based on information I have from my student questionnaires, there is not a direct link. I feel I need to offer more paper-writing seminars and, either make them mandatory and offer points for attendance, or encourage more students to attend with extra credit points. As noted last year, students who attend the paper-</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to assemble an acceptable college-level Works Cited page complete with primary and secondary sources. They are expected to read and master these sources and report on their research in a paper presented in the MLA format.</p>	<p>writing seminars write (on average) better papers than those who do not.</p> <hr/>
		<p>12/01/2013 - 36 students wrote a term paper in the Winter face-to-face section of Art 2B and only two students earned a grade below C. The general quality of the papers was improved over 2011/12 and I would like to think this had something to do with the increased emphasis I placed on this assignment. I intend to make the optional paper-writing seminars a regular lab session and will track the results this year.</p> <p>The online sections were slightly less successful with more 'C' grades. I feel this might have something to do with the ability of some students to access reliable resources to write their papers (Winter Art 2B Online 35 papers - One F, 16 C's).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	<p>12/01/2013 - Make paper writing seminars mandatory.</p> <p>In the online sections add a section to the Modules to specifically address how to access appropriate primary and secondary sources.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>09/10/2012 - 41 students wrote a term paper in the face-to-face class in the winter of 2012. 30 students received a C or above and we still had 11 papers with grades below a C. I spent more time discussing paper organization in the library lab session and offered two optional paper-writing seminars, however, only 11 students attended these sessions. It is interesting to note that of the 11 sub-standard papers, six actually had acceptable bibliographies, so I am more convinced that the problem has more to do with general college preparedness.</p> <p>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.</p>	<p>09/10/2012 - For 2012/2013 I will devote one online lab session to discussing the paper (both research and writing) and will offer extra credit to encourage students to attend the paper-writing seminars. of the students that attended the two sessions, all but one wrote acceptable (47/70 or above) papers with adequate bibliographies.</p> <hr/>
		<p>10/14/2011 - 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2010-2011 Resource Request: None at this time.</p>	<p>09/10/2012 - I was unhappy to see so many (19% of all essays) sub-standard papers. In all cases, they were not well researched and it was quite obvious that most had been written a few days before they were submitted. For 2011/2012 I have included paper-writing seminars and will spend much more time in class and in the library-lab session discussing the paper writing process.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / 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 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.	
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: 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 from the midterms was 64/70 (A) and the term paper 59/70. Despite the lower average for the term paper, the grades reflect problems with the quality of research rather than the actual critical responses	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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to the primary and secondary source material.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>teach this course again in 2014 and will increase the primary source reading as the students seem more than capable of synthesizing more complex sources.</p> <hr/>
		<p>10/14/2011 - All the students in Art 2BH for the Winter of 2010 addressed this SLO in every exam and term paper. The data is rich, but the average grade on the midterm essay for the class was 13/16 and the paper average was 60/70.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).</p> <hr/>
Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART	<p>Assessment Method: This SLO is specifically addressed by the</p>	11/03/2014 - As with the 2012 Art 2BH course, this	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Impact of Culture - A successful student will be able to Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>essay question of the first midterm.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: The student should earn at least 12/16 on the short essay question.</p>	<p>SLO was featured in midterm #1 (1.Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture.) and was also a possible topic for the term paper (1.Please discuss the fusion of pagan and Christian themes in early medieval art.). The students who chose to respond to these questions exceeded the required 12/16 or above with an average grade of 13/16 for the five students who wrote this essay for their first midterm.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The student is required to develop a critical essay taking into account the collision of cultures (Germanic/Celtic/Roman/Christian/Pagan) at the end of the Roman period; this synthesis is used to understand the development of modern western culture.</p>	<p>11/03/2014 - I have no plans to change this SLO or the assessment method as it is evidently well-supported by the course content and supporting content (assigned films, etc.).</p> <hr/>
		<p>09/10/2012 - Exam #1 included the following question: Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture. This question required the student to comment on Germanic and Celtic influences on Early Christian art. 15 students chose to answer this question and the average grade was 12/16. Students wrote solid responses, but often failed to provide cogent examples to support their general narrative. Average essay grades improved on the second exam.</p>	<p>09/10/2012 - I have no plans to change my approach to this SLO as it is well supported by the lecture content, text, lab discussion, and assigned films. I will assess this SLO again in 2014.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	
		<p>10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	<p>09/10/2012 - I feel this SLO is well supported by the lecture content, lab discussions (session #1), and the text. I do not plan to change the way I present this information, but will assess it again in 2012.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1</p> <p>- Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and</p>	<p>Assessment Method: This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change.</p> <p>This has to be assessed in written essay or</p>	<p>11/21/2015 - This SLO featured in both the F2F and Online sections of Art 2C in 2014/15. The online section prompt (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the</p>	<p>11/21/2015 - Although this SLO was generally successful in 2014/15, the term papers were a little weak. The required abstracts should have improved the quality of the papers. With this in mind, we will spend more time supporting this SLO in</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>consumption of art. (Created By Department - Art (ART))</p> <p>Start Date: 04/11/2011</p> <p>End Date: 06/28/2011</p> <p>Course-Level SLO Status: Active</p>	<p>short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</p>	<p>Industrial Age and also dealing with the social and economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.) was answered by 14 students and the average grade was 8/10. The F2F section prompt for the term paper (2. Develop a definition for the term Romanticism. Specifically, try and come to terms with a specific artistic manifestation of this tumultuous era.) required the students to look at the Romantic movement and contextualize this sensibility to the realities of industrial development. Five students responded to this prompt and the average paper grade was 59/70 (B).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p>	<p>the lectures and online Module content.</p> <hr/>
		<p>11/04/2014 - This topic was addressed by one of the lab/seminar groups (2.The artistic response to the Industrial Revolution) and in the online section as an assignment question (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the Industrial Age and also dealing with the social and</p>	<p>11/04/2014 - I do not plan to change this SLO, however, it will be featured as an essay option on the third midterm this year (2014/15).</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.). The students did an excellent job with the assignment question and were able to bring together the social, political, and technological developments that lead to the Industrial Revolution and were also able to provide an involved analysis of the artistic response to this period.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to provide an analytical discussion of social, political, and technological developments during the Industrial Revolution and place the art of that period within the context of this most tumultuous of eras.</p>	
		<p>12/01/2013 - This theme did not directly feature in an exam essay question in 2013, however, three students did write term papers that dealt with the impact of industrial development on artistic production. All three received a B or above. This theme was featured in the Lab/Seminar and the group received a 27/30 for their seminar grade.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this point.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking</p>	<p>12/01/2013 - This SLO will be featured in both the online and face-to-face courses this year. I will assess the results over the summer, however, students have responded well to this theme in the past.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.	
		<p>09/12/2012 - Two students featured this theme in their term papers in 2012. Both received above 60/70 on their term papers. In both cases they did an good job looking at the impact of industrial development on the production of art (commercially produced paints, etc.) and the themes in early nineteenth-century art (poverty, dislocation, wealth).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.</p>	<p>09/12/2012 - Art 2C will be taught in 2013 and I intend to further support this SLO with a lab discussion and video content available via FILms on Demand. The text and lecture content already emphasize the themes in this SLO.</p> <hr/>
		<p>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.</p>	<p>09/12/2012 - I feel this SLO was well supported by the lecture content in the 2011 class. The results were good and the course</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers social, technological, and political development.</p>	<p>content supported the students' learning.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p>	<p>11/21/2015 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility</p>	<p>11/21/2015 - As noted in other SLO responses, we will revisit this SLO in 2015/16 and incorporate feedback from our new full-time colleague.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>components of the Foothill GE rubric. Students must interpret and discuss complex theological issues and assess how political and economic changes combined with new economies and knowledge shaped this tumultuous period.</p>	
		<p>11/04/2014 - This SLO featured in the first midterm and as a seminar topic in the F2F section (1.How was art a "weapon" in the hands of the Counter-Reformation Popes? - Seminar- 5.Baroque architecture and Galileo, Magellan, and Newton) and as an short paper prompt in the online section. Of the 48 students who took the first midterm in the F2F class, seven addressed this topic and the average grade was 12/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO forces the student to provide a critical analysis of Counter-Reformation politics and society and discuss how the Papacy attempted to use visual culture to win 'hearts and minds.' The dynamic art of this period is also contrasted to the voyages of discovery and Enlightenment science; both these factors helped create a 'world in flux.'</p>	<p>11/04/2014 - This SLO will be featured as an optional term paper question in 2014/2015.</p> <hr/>
		<p>12/01/2013 - This SLO is a key theme on the first midterm and was again featured as a possible Term Paper topic. Of the 39 students who took the first midterm, five responded to the question related to this theme and four received 12/16 or above. Five students addressed this theme in their term papers and all five received 58/70 or above.</p>	<p>12/01/2013 - I will add content in the Course Modules of the online section of this course to support the preparation (research) and writing of the Short Paper assignment.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The online section also featured this SLO theme and the papers were generally successful, although, as noted in a previous reflection, I do feel I need to further address research techniques in the course modules.</p> <p>I feel the course does a good job addressing this SLO and do not intend to alter the COR.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p>	
		<p>09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question.</p> <p>1. How was art a weapon in the hands of the Counter-Reformation Popes?</p> <p>Eight students opted to answer this question on the first exam and all scored 12/16 or higher.</p>	<p>09/12/2012 - I feel the problems in the essay-writing will be addressed by a required essay-writing lab/seminar which will be introduced to all my classes this year (2012/2013).</p> <p>The SLO is supported by the lecture</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Three students addressed this question on their term papers and only one received a score of 60/70 or higher. The reason did not relate to the handling of the subject matter, but had more to do with the quality of the sources, research techniques, and preparation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p>	<p>content and text as well as the lab discussion sessions and ancillary readings.</p> <hr/>
		<p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70 or above. All seven exam essay responses received 12/16 or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because 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</p>	<p>09/12/2012 - This is a complex SLO that requires an in-depth knowledge of Counter reformation theology. The students did an excellent job synthesizing this information. I will support this SLO with lab discussions and video content in 2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		colonized countries to this day.	
	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>		
<p>Department - Art (ART) - ART 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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is quite objective. It will be assessed in the identification section of the three midterm exams. In each exam the student will be responsible for 13-14 works of art. The student will be expected to not only name the piece and provide an approximate date, but also to discuss the piece within the context of the material covered by the lecture content and reading assignments. The exams will require the student to name the style/period and explain what is significant about that time.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target:</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>The student will be able to correctly identify and name 8/10 works of art from the period 1600 - 1880.</p>	<p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to be able to identify the material culture from many different countries over the course of four centuries.</p>	
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Contrast - A successful student will be able to contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: The student will earn a 12/16 or higher on a short essay question dealing with this SLO.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to synthesize a variety of societal influences (economic, political, and social) to understand one of the pivotal periods in world history.</p>	<p>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.</p>
<p>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</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 1 - Evaluate and Discuss - A successful student will be able to utilize a chronological and thematic approach, evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Art (ART))</p> <p>Start Date: 09/04/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful students will participate in class discussions by responding to a series of questions based on weekly readings and lessons.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.</p>	<p>11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p> <hr/> <p>04/20/2014 - Student posts in discussions have increased in content, with 75-80% of students posting responses to lesson questions and/or</p>	<p>11/21/2015 - This SLO will be assessed in 2015/16. We will contact the adjunct professor who teaches this courses and retroactively complete the 2014/15 reflections.</p> <hr/> <p>04/20/2014 - I have posted more announcements to the effect that student participation in discussions</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>replies to other student posts a minimum of one to two times weekly. Art 2E tends to attract women's studies majors as well as art/art history majors and topics on gender and art are, for the most part, embraced and discussed with passion and insight. Class discussions remain a successful means of evaluating student participation.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	<p>is required and this seems to have generated more posts from students. I will continue the assessment method and the announcements reminding students that active participation in discussions is required.</p> <hr/>
		<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>09/12/2013 - I will continue to require participation in class discussions as a valuable means of evaluating students in this class.</p> <hr/>
		<p>09/04/2012 - Over 80% of students participated in discussions by posting responses to lesson questions and replies to other student postings on a weekly basis.</p> <p>Result: Target Met 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.</p>	<p>09/04/2012 - By making online class discussions a requirement, more students have posted significant responses to questions about lessons and this assessment has become an even greater success; I intend to continue using this method of assessment.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 2 - Analyze - A successful student will be able to analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 75-80% of students will receive a grade of 8 or higher on a 10 point scale.</p>	<p>11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p>	<p>11/21/2015 - This SLO will be assessed in 2015/16. We will contact the adjunct professor who teaches this courses and retroactively complete the 2014/15 reflections.</p> <hr/>
		<p>04/20/2014 - 83% of students earned grades of 8 or higher (out of 10 points) on weekly essays based on questions regarding the history of women artists. These weekly assessments show that students are able to synthesize material on the role of women artists throughout history from text, lessons, and discussions in written form. Art 2E presents most material in a chronological time frame and I have noticed that essays questions on contemporary women artists seem to generate the most subjective comments, while simultaneously showing a historical perspective gained from the study of earlier periods in art history.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - This assessment is an overall success and I will continue to utilize this method of analyzing student work.</p> <hr/>
		<p>09/12/2013 - 80% of students received a score of 8 or higher on weekly essay assignments related to women artists and based on readings in text and lessons.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>09/12/2013 - I plan to continue this effective means of assessing student writing and critical thinking regarding the subject of women artists in history.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: I will continue using weekly essay assignments as a means to evaluate student learning as the assignments have been successful thus far.</p>	<p>09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.</p> <hr/>
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 1 - Social History - Utilizing "social history" as a methodological approach to the study of American art, successful students will identify and assess the significant artistic contributions of a variety of culturally distinct groups (e.g., Native American, European American, African American, Chicano/Latino, and Asian American) in the development of American art from prehistory to the present. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1-3 page weekly essay using social history to analyze and interpret works of art by American artists from a variety of culturally distinct groups, produced over a period of time from prehistory to the present.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 80% of students will receive a score of 8 or higher on the 10 point scale.</p>	<p>11/30/2015 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Essay questions on American art are based on weekly assigned readings on the subject in text and lessons. Understanding and critical thinking regarding the use social history in analyzing artworks is a critical component of current art history and these written assessments were created based on this methodological approach to the study of art history.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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,</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>economic, cultural, and technological developments and assess these themes in the form of a critical essay.</p> <p>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.</p>	
		<p>04/20/2014 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Course material is presented chronologically and thematically and student engagement with the subject of multicultural American art throughout history is apparent in these essays based on questions derived from weekly assigned readings in text and lessons. Mastery of the use of social history in analyzing artworks is a critical component of art history today and these assessments were created with this particular methodological approach in mind.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	<p>04/20/2014 - Weekly essay assignments are a useful means for determining student learning and I will continue to use this method of assessment in Art 2J.</p> <hr/>
		<p>09/12/2013 - 80% of Art 2J students received a score of 8 or higher on weekly essays using social history as a means of identifying and assessing the artistic contributions of a variety of culturally distinct groups in America.</p> <p>Result: Target Met Year This Assessment Occurred:</p>	<p>09/12/2013 - I plan to continue using this assessment method as it allows successful evaluation of student learning.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 2 - Movements - A successful student will be able to identify and discuss a variety of defining art historical (and cultural) movements (e.g., Harlem Renaissance, Photo-Secession, etc.) and styles (e.g., Postmodern, Abstract Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p> <p>Start Date: 09/01/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 80% of students will receive a grade of 8 or higher on the 10 point scale.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p>	
		<p>04/20/2014 - Over 80% of Art 2J students succeed in earning scores of 8 or higher on a 10 point scale for weekly essays, which include analysis and interpretation of a variety of movements and styles in the history of American art. As the quarter progresses, I have noticed that students are increasingly able to effectively refer to past styles (e.g., Colonial or New England architectural</p>	<p>04/20/2014 - Given the evidence that this assessment succeeds in student learning in Art 2J, I plan to continue using this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>styles), providing a context for more contemporary styles, such as post-modernism in American architecture. Thus, identifying and considering historical styles/movements in these weekly essays allows for more meaningful interpretations of artworks produced over a period of time in America.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
		<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>09/12/2013 - I plan to continue this method of evaluation as it has proven successful.</p> <hr/>
		<p>09/04/2012 - 82% of students earned a score of 8 or higher in weekly essays based on American art, using a social history of art as method of analysis. These essays were important in gaining an understanding of styles and movements in American art.</p> <p>Result: Target Met 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.</p>	<p>09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.</p> <hr/>
Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the	<p>Assessment Method: I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer</p>	<p>11/21/2015 - Of the 32 students who completed the course, the majority were able to satisfy this SLO on the first and second exams. The essay</p>	<p>11/21/2015 - We will revisit this SLO in 2015/16 with input from our new art history colleague who is teaching</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-century culture. (Created By Department - Art (ART))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/12/2012</p> <p>Course-Level SLO Status: Active</p>	<p>questions and give them the opportunity to explore both approaches in the exam essay questions and term papers.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.</p>	<p>responses averaged 12/16 and six term papers also addressed this SLO. The average grade was 61/70 (B) for students who looked at Cubism and Surrealism in their paper topics. The essays were graded on both the quality of the sources and the development of the critical narrative. Students were able to place these movements with the context of the major developments in modern science (psychology, physics, etc.) and culture.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p> <p>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.</p> <p>11/05/2014 - Both exams feature questions (eg. How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?) that</p>	<p>Art 3 this year.</p> <hr/> <p>11/05/2014 - I have no plans to change my approach to essay</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>focus on identifying styles, their main qualities/goals, and placing these forms of expression with a social and political context. Students averaged 12/16 on their two midterm essays with most earning 13/16 or above. I feel that my 2013/14 course did meet the expectations of this SLO, but I want to spend more time in class in 2014 discussing how to respond to complex essay prompts as there were three or four students in both exams who had a hard time crafting essay responses.</p> <p>Result: Target Met 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.</p>	<p>questions, however, I do want to spend more time helping students craft successful responses.</p> <hr/>
		<p>12/01/2013 - 21 students took the first midterm in 2012 and six opted to answer the question related to this SLO (How did the Futurists and Constructivists adapt Cubist principles to their respective agendas?). As with the last assessment, the responses were very good (average 12/16) and I feel the course content continues to support this SLO.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: None at this point.</p>	<p>12/01/2013 - I do not plan any major changes at the moment, however, the students have had access to more video content via Films on Demand and the online lab Discussion have further supported this outcome.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <hr/> <p>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.</p> <p>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 the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>09/12/2012 - The results for this SLO were good for 2011/2012. I am teaching this course in the fall of 2012 and plan to include more video content from Films on Demand to support the overall aims of this SLO. The new edition of the text does a better job with contextual analysis, so this should also help, but I spend a lot of time in the lectures emphasizing the dominant styles and the reasons for their development. I will assess how the new video content helps the students in 2012 in the next assessment cycle.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>10/14/2011 - 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.</p> <hr/>
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience. Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 2 - Rationale - A successful student will be able to develop a rationale for Pop Art using a methodology focusing on social and economic changes in twentieth-century America. (Created By Department - Art (ART))</p> <p>Start Date: 09/20/2010</p> <p>End Date: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO can only be assessed in the form of an essay. I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>11/21/2015 - This topic was popular with students who examined Pop art in their term papers (3. Please consider Dada and Pop Art and discuss their similarities and differences.) and also chose to respond to this theme in the final exam (4.What did the Pop artists discuss in their art? Why did they feel these subjects were important?). The average grade for the four term papers on this topic was 62/70 and students averaged 13/16 on their final exam essays.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None at this time.</p> <p>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.</p> <p>11/05/2014 - This SLO was featured on the final exam in the 2013 class (4.What did the Pop artists discuss in their art? Why did they feel these subjects were important?) and seven of the 33 students who took the final chose you address this question. The average essay grade was 13/16.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection:</p>	<p>11/21/2015 - This SLO will be revisited in 2015/16 by the new full-time art historian to reflect her fall 2015 Art 3 course results.</p> <hr/> <p>11/05/2014 - This SLO seems to be well supported by the course content and supporting materials and I will include this theme on the 2014 final exam.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Students are asked to discuss economic growth, consumer culture, the media, and the main themes of the 1960s (Civil Rights, Vietnam, etc.) as these ideas were expressed in Pop Art.</p>	
		<p>12/01/2013 - Three students addressed this SLO in their term papers and five answered the short answer question on the final exam involving this SLO as well. For both the exam question and term paper, all students received a passing grade of 12/16 or above and 58/70 or above respectively.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this point.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p>	<p>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.</p> <hr/>
		<p>09/12/2012 - Based on my previous reflections, I did show the students more video content concerning Pop Art and they liked the film ("Who Gets to Call it Art?"). Six students answered the following question for their term paper (3. Please consider Dada and Pop Art and discuss their similarities and differences.) Five of the six earned a 60/70 or better and the one student who did not meet the standard mainly had issues with essay organization and his bibliography. I feel the extra film content supported the lecture content and assigned reading.</p>	<p>09/12/2012 - I will teach this course in the fall of 2012 and see how the new text and required online lab discussions support this SLO. The lecture content will be very similar and I will show the film (mentioned in Assessment Findings) on Pop Art again. I also plan to feature this SLO in a question on the final.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: I will see if we can add more specific content to Films on Demand.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p>	
		<p>10/14/2011 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects. All essays addressing this subject received a 12 or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p> <p>10/14/2011 - This was the most popular essay</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>
<p>Department - Art (ART) - ART 39 - SCREENPRINTING - Pre-press preparation - Students will learn the basics of screen preparation including photo emulsion, stencil cutting, painting directly on the screen, and digital film applications. (Created By Department - Art (ART))</p> <p>Start Date: 11/29/2016</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 39 - SCREENPRINTING - Printing - Student will be able to successfully print using a screen. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/10/2016</p> <p>End Date: 10/10/2017</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 40 - PRINT ARTS I - Printing techniques - Students will learn various printing processes including</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>relief, intaglio, screenprinting, and monoprinting. (Created By Department - Art (ART))</p> <p>Start Date: 11/29/2016</p> <p>End Date: 12/22/2018</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 40 - PRINT ARTS I - Theory and practice - Students will utilize the principals of design while creating limited-edition one of a kind fine art prints. (Created By Department - Art (ART))</p> <p>Start Date: 11/29/2016</p> <p>End Date: 12/22/2018</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will present his or her concept for review by the instructor.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>06/22/2016 - 85% of students were able to conceptualize and design original ceramic sculpture. Some students excelled at surface treatments such as texture, slip, and glaze applications, while others excelled at replicating what they were seeing. There was quite a diverse group of creative people taking this class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Sculpture stands and funding for a wall mounted monitor.</p>	
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students ability to create sculptural objects using multiple building techniques.</p> <p>Assessment Method Type:</p>	<p>06/21/2016 - 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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
surface for these works. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Observation/Critique	art background, and asses complicated pieces on an individual basis before the final evaluation. Result: Target Met Year This Assessment Occurred: 2015-2016 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 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)) 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	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	
Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method: The instructor will evaluate students glazing techniques before and after final firing. Assessment Method Type: Observation/Critique	10/30/2014 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 20% failure rate. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S	Assessment Method: Through repetitious wheel throwing	06/22/2016 - 85% of students were able to meet the listed criteria and were able to grasp the basic	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>wheel –throwing techniques needed to complete assigned projects. The remaining 15% of students who struggle do so mostly because of attendance, and lack of participation.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety. GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p> <hr/> <p>06/22/2016 - 85% of students were able to meet the listed criteria and were able to grasp the basic wheel throwing techniques need to complete assigned projects.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: More in class audio and visual equipment. GE/IL-SLO Reflection: Learning the principals of designs is an important in an important part of learning computation and processing skills.</p>	
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety historical and contemporary glazing and</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and</p>	<p>06/22/2016 - 80% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 15-20% failure rate.</p> <p>Result: Target Met Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>finishing methods will be explored throughout the term. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>2015-2016</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 4 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three-dimensional ceramic objects created in class. Students will use proper terminology and discuss details such as from, line quality, function, craftsmanship, and glaze application. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through the critique and presentation process, the student will gain increased visual awareness of line, form, function, and surface treatments of their finished works.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>06/22/2016 - 90% of students enrolled in Art 45B were successful in presenting and discussing their final works of art, and their museum report. By presenting their final projects and writing assignments in front of their peers, students obtain valuable skills they will use throughout their lifetime.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Drains in the floors to hose away unwanted silica dust for student and instructor safety.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 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</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced hand-built objects using multiple building techniques.</p> <p>Assessment Method Type:</p>	<p>06/22/2016 - 85% of students were able to meet the listed criteria and were able to grasp the advanced handbuilding techniques needed to complete assigned projects.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Clay mixer /pug mill</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The instructor will evaluate works in progress, and assess students? ability to create advanced wheel thrown objects using multiple throwing and shaping techniques.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>06/22/2016 - 90% of students enrolled in Art 45C were able to meet the listed criteria and were able to grasp the advanced wheel throwing techniques needed to complete assigned projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth.</p> <p>GE/IL-SLO Reflection: In this class students use a variety of visual skills that challenge their problem solving ability. Learning the principals of design as part of this class, aids in the students ability to produce well thought out functional and decorative objects.</p>	
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p>	<p>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 /</p>	<p>06/22/2016 - 90% of students were able to grasp the basic glazing techniques taught in class. Due to the complexities of layering glaze onto bisqueware, there is often a 10% failure rate even for an advanced student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	group critique. Assessment Method Type: Observation/Critique	Resource Request: Funding for an exhaust fan in the glaze lab. A more functional spray booth. 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 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	06/22/2016 - 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: 2015-2016 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	Assessment Method: Instructor will evaluate the students glazing and surface preparations in all five of the firing procedures. Assessment Method Type: Observation/Critique	06/22/2016 - 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 & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Art (ART)) Course-Level SLO Status: Active		2015-2016 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 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: demonstrated correct use of watercolor paper in a watercolor painting exercise	09/01/2016 - Class number changed. Result: Target Met Year This Assessment Occurred: 2015-2016 10/01/2015 - Class number changed. Result: Target Met Year This Assessment Occurred: 2014-2015 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:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Year This Assessment Occurred: 2012-2013</p>	
		<p>10/23/2011 - Students are able to use the various listed watercolor papers by the end of the class in a variety of methods to create watercolor paintings. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none at this time</p>	<p>10/23/2011 - No action is needed at this time</p> <hr/> <p>10/23/2011 - After viewing portfolios, students demonstrated that most of them learned to use correct watercolor paper methods. No action is required at this time</p> <hr/>
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 2 - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In class activity projects, homework projects Assessment Method Type: Portfolio Review Target: Portfolio and visual successful completion of watercolor projects Proper use of brushes as demonstrated on paper Proper use of watercolor media as demonstrated on paper</p>	<p>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</p> <p>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</p> <p>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</p>	<p>10/23/2011 - Add additional in-class assignments that concentrate on brush use and watercolor mixing exercises</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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: 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 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: 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	10/23/2011 - Add additional composition modules to overall lesson plan

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012	
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: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	09/01/2016 - Check the GID course reflections. Result: Target Met Year This Assessment Occurred: 2015-2016 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
	Assessment Method: evaluate plates and printing Assessment Method Type: Observation/Critique Target: 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: This course is cross-listed. Please reference	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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>Assessment Method: evaluate work produced Assessment Method Type: Observation/Critique Target: print multiple prints that are uniform, present work for critique and peer review</p>	<p>GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 3 - Images - A successful student will understand the importance of developing relevant and original images apart from style, decorative qualities and technical expertise. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of images Assessment Method Type: Class/Lab Project Target: Demonstration of skills</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 4 - Evaluate - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking</p>	<p>02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target: Safe practices	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 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))	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: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise	09/01/2016 - 85% of the students used the the 5 light and shadow system to create successful chiaroscuro drawings online and on campus. Result: Target Met Year This Assessment Occurred: 2015-2016 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:	08/05/2014 - Give students visual and written rubrics to encourage the standards of quality of drawing cast shadows and rendering shadows and light.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Funds for poster shadow and light diagrams</p> <p>Resource Request: Funds for poster shadow and light diagrams</p> <p>Resource Request: Funds for poster shadow and light diagrams</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p>GE/IL-SLO Reflection: Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>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.</p> <hr/>
		<p>09/20/2012 - 80% of students were able to create tonal values in a charcoal drawing exercises. 80% of students passed the class with a C or better.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for lights.</p> <p>GE/IL-SLO Reflection: Students need better light bulbs and lighting to create chiaroscuro drawing.</p>	
		<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.</p>	<p>06/27/2016 - Students are able to use the basic principles of design to create charcoal and pencil value drawings based on formal studies done of still life set ups in studio class assignments. Some students require additional study in 2D design to fully embrace the elements of design in all drawing leveled classes. Overall comprehension and mastery of the elements of design comes with more practice and study in advanced classes. Expressive content is visible though the great variety of finished individual projects. Students demonstrated both technical and expressive skills in ART 4A.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Replace 40 masonite drawing boards for all ART Drawing classes. Cost estimate \$25 each.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>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.</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - The plan is to have students have more practice writing in the design class.</p> <p>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.</p>
	<p>Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p>Assessment Method Type:</p>	<p>08/05/2014 - Students improved reasoned judgments by participating in peer reviews in online class critiques. In the past the critiques were only based on instructor feedback. This past year, students are learning how to give reasoned judgements base on a lesson rubric.</p> <p>Result: Target Met</p>	<p>08/05/2014 - Give students written rubrics to encourage the standards of quality in class discussions.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Discussion/Participation</p> <p>Target:</p> <p>demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p>	<p>Year This Assessment Occurred:</p> <p>2013-2014</p> <p>Resource Request:</p> <p>Funds for videos of great works of drawings</p> <p>GE/IL-SLO Reflection:</p> <p>Students gave verbal and written feedback on great works of drawings. The drawings demonstrated expressive content, design principles, technical mastery and the logic of light and shadows.</p>	
		<p>10/11/2013 - 80% of the students were able to make reasoned judgments based on aesthetic 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.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2012-2013</p>	
		<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2011-2012</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			academic year 2012. <hr/>
	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: Portfolio Review Target: 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.	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: 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: 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. <hr/> 10/11/2013 - Students will have more color theory exercises before completing pastel drawing assignments. <hr/>
		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:	08/05/2014 - Students will have abstract assignments to practice using monochromatic, analogous and complimentary color schemes <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p>GE/IL-SLO Reflection: Student have improved using analogous and complimentary color schemes in a color pastel drawing. I now allow students to have more time to complete each drawing lesson. Giving feedback to students 50 percent or half way finished has helped students to improve.</p> <hr/> <p>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.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p> <p>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.</p> <hr/>	<p>09/20/2012 - Critique work at the 25% stage, 50% stage, 75% stage and at the 100% stage.</p> <hr/> <p>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.</p> <hr/>
Department - Art (ART) - ART 4B - INTERMEDIATE DRAWING - Drawing	Assessment Method: Evaluate use of color theory, logic of light	09/01/2016 - 85% of the students participated in	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>and shadows, design principles, elements, technical mastery and expressive content in a color pastel drawing. Assessment Method Type: Observation/Critique Target: demonstrated correct use of reasoned judgments based on aesthetic design principles, color theory, logic of light and shadow, expressive content and technical mastery in a class drawing critique or art discussion.</p>	<p>on campus midterm and final critiques using design principle and intermediate drawing terminology. This class was not offered online. Result: Target Met Year This Assessment Occurred: 2015-2016</p>	
		<p>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</p>	
		<p>08/05/2014 - Students were able to integrate color theory, expressive content and technical mastery in drawing critiques and discussions. Students used reasoned judgements in class discussions. Students need to have more discussions about abstraction. 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.</p>	
		<p>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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2012-2013</p> <p>09/19/2012 - Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Student have improved their design skills in the pastel drawing class. I now allow students to subject composition or thumbnail pages. Having students figure out the compositions before completing the final drawing helps students to improve balance and focal point in their drawings.</p>	<p>09/20/2012 - Plan to have all student show thumbnail sketches in the start of the pastel drawing. Students must explain composition choices at the class critique.</p> <hr/>
	<p>Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of color drawings.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Demonstrated correct use of reasoned judgments based on color theory, aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of color drawings.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.</p> <p>In the Academic year 2011-2012</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>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.</p> <p>Students are also asked to read and examine great works of drawings in class discussions.</p> <p>The instructor plans to review the class discussions at the end of the academic year 2012.</p>
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/23/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will demonstrate a portfolio or expressive drawings. Students may also present drawings to be evaluated in a class critique.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Students will be able to demonstrate a portfolio of drawings that integrates expressive, abstract, surrealist or experimental subject matter or mix media drawing.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <hr/> <p>08/05/2014 - Students were able to use mix media, abstract and expressive concepts in intermediate drawings assignments. Students used watercolor mixed with colored pencils and also ink wash in this class. Students also tried using collage and mix media. Some students also demonstrated an understanding of abstraction in drawing portfolios. 50% of the students still need to explore abstraction in the drawing assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Funds for videos on expressive and abstract color drawings</p> <p>GE/IL-SLO Reflection: Students received lectures on great works of drawings that used collage and mix media techniques.</p> <p>10/11/2013 - Students were able to demonstrate a portfolio of drawings that integrate surrealist subject matter in a drawing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrated correct use of personal themes, subject matter or content in a personal series of drawings.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Gallery and Musuem fieldtrips and guest lectures integrated into the class.</p> <p>GE/IL-SLO Reflection: Students need more time researching and learning about the breath of drawing in an advanced level class.</p>	<p>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.</p>
<p>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))</p>	<p>Assessment Method: Students will be asked to draw a basic still life of boxes in one point and two point perspective at the start of the course. The students will be asked to complete the same still life at the end of the course.</p>	<p>09/01/2016 - 85% of students successfully were able to draw more representational drawings have the prerequisite of Art 4A for this class.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Start Date: 09/23/2013 Course-Level SLO Status: Active	Assessment Method Type: Pre/Post Test Target: Students must demonstrate a knowledge and understanding of drawing linear perspective from observation.	Year This Assessment Occurred: 2015-2016	
		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: 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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>drawings skills. We will need to continue to give a Pre/Post test in the Art 4C course.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in class critiques.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in a class critiques</p>		
	<p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in great works of contemporary drawings</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in great works of drawings.</p>	<p>10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.</p> <p>In the Academic year 2011-2012 students are now asked to leave 5-10 comments to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>08/27/2012 - Student have improved finding a personal point of view in their pastel drawings. I have students participate in weekly class critiques and self critiques. Students also write personal reflections each week.</p> <p>10/17/2011 - The instructor will review the class critiques at the end of the academic year 2012. The instructor plans to increase the amount of participation requirements in this class. The instructor will also add more advanced level book reading to encourage students to learn how to participate in class critique.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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: 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: 2013-2014 Resource Request: funds videos to show good one and two point perspective GE/IL-SLO Reflection: This is not a GE class.	08/05/2014 - Portfolio reviews and rubrics to encourage the standards of quality for one and two point perspective
		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	Assessment Method: Evaluate use of human proportion, sighting	09/01/2016 - 85% of students successfully were able to draw proportion and using sighting	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>student will be able to measure the correct proportion in a figure drawing. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>skills, hand-eye coordination and anatomy in figure drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p>	<p>techniques on campus from a live figure model.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: There is not GE for this course.</p> <p>GE/IL-SLO Reflection: e.</p> <p>GE/IL-SLO Reflection: e.</p>	
		<p>08/05/2014 - Students were able to demonstrate a basic use of human proportion, sighting skills and hand eye coordination. Students were able to draw 7 and 1/2 heads high drawings of the human figure. Students were able to sight the measurements using a pencil measuring tools from observation. Students were also able to draw the landmarks of the human form.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Figure Models</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>08/05/2014 - Have more videos playing to show gesture drawing and proportion while the students are drawing from the live model. The new projector system has greatly improved the students understanding of drawing. Students are now able to view slide shows directly from the projector system. The action plan would be to encourage all figure drawing instructors to use the projector system when teaching this class.</p>
		<p>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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>measurements of the human body using sighting techniques and also hand-eye coordination.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>09/20/2012 - The portfolio reflects stronger skills in human proportion and sighting.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More funding for figure modeling to students. We need a Figure Drawing intermediate and advanced level class.</p> <p>GE/IL-SLO Reflection: Mastering skills in human proportion, sighting skills, gesture drawing and hand-eye coordination and anatomy improves student success in drawing. Students need on going practice to learn these skills. Students need more intermediate level classes to build skills to advance in the arts.</p>	<p>09/20/2012 - Continue to have student work with observational drawing skills such as sighting, measuring and using a viewfinder.</p> <hr/>
		<p>10/17/2011 - The full unit figure drawing class was not offered during the academic year 2010-2011.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: We need funding for figure models once a year.</p> <p>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.</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			10/17/2011 - The art department will offer one full class of figure drawing during the academic year 2011-2012.
<p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Portfolio - A successful student will be able to sort and select drawings based on gesture, proportion, composition and degree of finish in a portfolio. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>08/05/2014 - Students were able to successfully demonstrate good gesture and proportion drawing techniques in a exit portfolio.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds to invite professional artist to review student portfolio work</p> <p>GE/IL-SLO Reflection: This is not a GE class</p>	<p>08/05/2014 - Students need more discussions about the work that needs to be included in an exit portfolio. Students will be encouraged to bring the figure drawing portfolio to transfer portfolio reviews.</p>
		<p>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.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	09/20/2012 - . Reserve B-budget funds to offer one figure drawing class once a year.
		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.	
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: Demonstrated correct use of facial proportion in a portrait drawing exercise.	09/01/2016 - 85% of students successfully were able to draw facial proportion using both observational skills and also measurement rules. Result: Target Met	
		Year This Assessment Occurred: 2015-2016	
		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	08/05/2014 - Discuss the importance of human proportion with part time instructors.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Funds for Figure Models</p> <p>GE/IL-SLO Reflection: This is not a GE class.</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/11/2013 - Students will need more hand outs and practice sketching the head from different perspectives.</p>
		<p>09/20/2012 - 85% of the students received a C or better and were able to draw the correct facial proportion at midterm and at the final portfolio review.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Human skulls to have more practice with facial proportion and anatomy.</p> <p>GE/IL-SLO Reflection: Students need more practice drawing from anatomy and from observation.</p>	
		<p>10/17/2011 - Students were successful sketching and measuring facial proportion in drawing exercises during the academic year 2010-2011.</p> <p>Result:</p>	<p>10/17/2011 - Students plan to continue to practice facial proportion in the academic year 2011-2012. Students will have more advanced</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met Year This Assessment Occurred: 2010-2011	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))	Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique. Assessment Method Type: Observation/Critique Target: 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	
Course-Level SLO Status: Active		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 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:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	Assessment Method: Students will be evaluated by critique of anatomy drawings that demonstrate the human anatomy system of the bones. Target: 85% of the students are able to draw from a skeleton the bones and also identify the bones in critiques.	09/01/2016 - Students were not successful in drawing the skeleton and identify the correct bones in instructor and student critiques. Result: Target Not Met Year This Assessment Occurred: 2015-2016	
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)) 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	Assessment Method: Evaluate use of design principles and elements in design projects.	09/01/2016 - 85% of students were successful online and on campus using the elements and principles of design in design exercises. Result:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>effectively in design projects. (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target: Demonstrated correct use of design concepts, design elements and principles in design exercises.</p>	<p>Target Met Year This Assessment Occurred: 2015-2016</p>	
		<p>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.</p>	
		<p>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.</p>	<p>08/05/2014 - Students will have visual and written rubrics to aid students understanding about quality in design elements and principles of design exercises.</p> <hr/>
		<p>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: 2012-2013</p>	
		<p>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.</p>	<p>09/20/2012 - Continue to have students make thumbnail composition sketches for all design assignments.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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: 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: 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.	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 & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
		<p>09/20/2012 - 85% of students are participating in class critiques and discussions related to design concepts, terminology and design art history.</p> <p>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.</p>	
		<p>10/17/2011 - Students were successful using some design terminology and reasoned judgements in design critiques and class discussions.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>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 at the end of the academic year 2012.</p>
Department - Art (ART) - ART 5B - 3-D FOUNDATIONS - 1 - Organization - A successful student will be able to organize	Assessment Method: Instructor will review 3D completed lab constructed specific projects.	01/15/2016 - Students were successful to construct specific 3D projects and also document the design process using visual and written	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
elements in three dimensions. (Created By Department - Art (ART)) Course-Level SLO Status: Active	Assessment Method Type: Class/Lab Project Target: A successful student will present several projects that are constructed in 3D for presentation complete with written documentation.	documentation in their sketchbooks. Result: Target Met Year This Assessment Occurred: 2015-2016 01/15/2016 - 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: 2015-2016 01/15/2016 - 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: 2015-2016	
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: Students will use correct terminology to evaluate art works in 3D.	01/15/2016 - Student need to use more formal terminology to discuss projects Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: I 01/15/2016 - 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:	12/11/2011 - Add more image review to classroom lectures that students can evaluate. _____

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2015-2016	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor review of lab assigned lab projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Successful presentation of 3D projects using a variety of methods and materials.</p>	<p>01/15/2016 - A majority of students were successful creating 3D projects using a variety of materials and methods. Students were successful creating 3-D forms out of wire, paper mache, wood and plaster of paris.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
	<p>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.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: A successful student will be able to construct 3D forms out of a variety of materials such as plaster, cardboard, wood or paper mache.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review of lab projects in formative stages to include sketches, diagrams and layouts.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Presentation of sketches, diagrams and layouts that illustrate 3D projects in 2d format.</p>		
<p>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))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active			
Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A successful student will be able to demonstrate neat, technical expertise in the use of mixed media. (Created By Department - Art (ART)) 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: 80% of students use at least 3 or more methods in combination by the end of the quarter.	01/15/2016 - 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: 2015-2016	
		01/15/2016 - 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: 2015-2016 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	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.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>business world.</p> <p>01/15/2016 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others. Writing is a struggle for some and I have developed a series of questions to help students generate ideas about their progress and what they have learned.</p>	
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 2 - Implementation - A successful student will be able to arrange art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space. (Created By Department - Art (ART))</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to</p>	<p>01/15/2016 - After review of portfolios, most students were successful in arranging art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	the degree it demonstrates: understanding of concepts, and critical thinking. Assessment Method Type: Portfolio Review Target: 80% of students receive a B- or better on the projects and writings.	2015-2016	
	Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate composition terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking. Assessment Method Type: Portfolio Review Target: (80%) exhibit good comprehension of basic principles.	01/15/2016 - 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: 2015-2016 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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>resulting fast pace. But I feel that it's too much for others.</p> <p>GE/IL-SLO Reflection: This is fast-moving introductory course where those who stay usually gain profound ideas on how to make their ideas work visually by trying new construction methods. There is a great deal to be learned and I vacillate between keeping the pace as it is or allowing more time, similar to other design classes. When asked students tell me they like more information and the resulting fast pace. But I feel that it's too much for others.</p>	
		<p>01/15/2016 - Students handed in 2 portfolios, at mid-term and at quarter's end. Presentations range from a very professional few, to many competent portfolios, and finally a very few that are inept. There are many opportunities to upgrade works throughout the quarter and while some take advantage, others do not. Writing is uneven in quality.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Portfolio review helps students prepare a professional looking presentation of their work and forces them to restate the goals and methods for each learning segment.</p>	
		<p>01/15/2016 - 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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. This coursework is difficult and is harder for online students & results in some 'drops.'</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Some hand-outs may need revision for increased understanding. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p>	
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 3 - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. (Created By Department - Art (ART))</p> <p>Start Date: 06/02/2011</p> <p>End Date: 06/06/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 80% participation without "calling" on students. Ability and willingness to use correct terminology and demonstrate critical thinking.</p>	<p>01/15/2016 - 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Need to continue to develop methods to</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>01/15/2016 - 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.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016</p>	
	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target: ---80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>	<p>01/15/2016 - Students tend to like critiques as they are an opportunity they say to learn in a way that is different from the lecture. It is important to have everyone participate and in this class they are given points for the amount and quality of their comments. Students learn how to give meaningful praise and constructive information, and they practice learning how to receive, and handle criticism. Each class typically has eager students who would dominate as well as those who would disappear if possible. It's important to maintain a fair balance.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Critical thinking is important in this task as students must be able to say how and why they did things, and be able to evaluate their work objectively as to its' success. Expanding this thinking to viewing and critiquing each other's works is an extension of the process.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 form based on the elements and principles of design. (Created By Department - Art (ART))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 07/01/2015</p> <p>End Date: 07/01/2016</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 07/01/2015</p> <p>End Date: 07/01/2016</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 07/01/2015 End Date: 07/01/2016 Course-Level SLO Status: Active Department - Art (ART) - ART 71B - INDUSTRIAL DESIGN FOUNDATIONS II - Prototypes - 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 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:			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
12/13/2013 End Date: 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 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.	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		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Art (ART)) Course-Level SLO Status: Active	Target: 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: Bound books demonstrating competence in their construction.		
	Assessment Method: Evaluation of binding projects Assessment Method Type: Class/Lab Project Target: 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 <hr/> 12/11/2011 - This course is cross- listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross- listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross- listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/>
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: handmade books that contain content requiring critical thinking	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	
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: 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: 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))	Assessment Method: Evaluation of student Assessment Method Type: Discussion/Participation	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Target: Critical thinking	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))	Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target: Demonstration of skills	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from different cultures. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Art (ART) - ART 96 - BOOK ARTS I - 8. Contributors - A successful student will understand the history of the book arts and the contributions by individuals of diverse populations. (Created By Department - Art (ART))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking	02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 1. Tools and Techniques - A successful student will demonstrate use of the tools and techniques associated with a variety of print mediums, including relief (woodcut, linoleum block, intaglio (etching), stencil (screenprint) and monoprinting processes. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: successful completion of project including making the print matrix (plate) and printing the plate Assessment Method Type: Class/Lab Project Target: a completed print demonstrating competent use of tools and techniques	11/11/2016 - this class was not taught in 2015-2016 Result: Target Met Year This Assessment Occurred: 2015-2016 11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
		12/11/2011 - Learning is happening Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies <hr/>
		Assessment Method: Evaluation of projects Assessment Method Type: Class/Lab Project Target: Demonstration of skills	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 2. Prints - A successful student will produce uniform multiples and present work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: evaluation of completed projects Assessment Method Type: Class/Lab Project Target: a print demonstrating competence in image, plate and printing	11/11/2016 - this class was not taught in 2015-2016 Result: Target Met Year This Assessment Occurred: 2015-2016	
		11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015	
		02/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
		12/11/2011 - Learning is happening Result: Target Met Year This Assessment Occurred: 2011-2012	12/11/2011 - Maintain on-going evaluation of course content and learning strategies

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Learning is happening	
	Assessment Method: Evaluation of projects Assessment Method Type: Class/Lab Project Target: Demonstration of skills		
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 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 - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of projects Assessment Method Type: Class/Lab Project Target: Demonstration of skills	11/11/2016 - this class was not taught in 2015-2016 Result: Target Met Year This Assessment Occurred: 2015-2016 11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015 08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 4. Evaluate - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of discussion Target: Demonstration of critical thinking	11/11/2016 - this class was not taught in 2015-2016 Result: Target Met Year This Assessment Occurred: 2015-2016 11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 38 - PRINT ARTS I - 5. Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse cultures and backgrounds. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of discussion Assessment Method Type: Discussion/Participation Target: Demonstration of critical thinking	11/11/2016 - this class was not taught in 2015-2016 Result: Target Met Year This Assessment Occurred: 2015-2016	
Course-Level SLO Status: Active		11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015	
		08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 1 - Foundation Skills - A successful student will demonstrate foundation skills in producing monoprinted images using painting, drawing and stencils. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: evaluate plates and printing Assessment Method Type: Observation/Critique Target: foundation skills for prints	11/11/2016 - This course was not offered this year. Result: Target Met Year This Assessment Occurred: 2016-2017	
Course-Level SLO Status: Active		02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 2 - Portfolio - A successful student will present	Assessment Method: evaluate work produced Assessment Method Type:	11/11/2016 - This course was not offered this year. Result:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
work for exhibition or portfolio. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Observation/Critique Target: print multiple prints that are uniform, present work for critique and peer review	Target Met Year This Assessment Occurred: 2016-2017 02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Graphic & Interactive Design (GID) - GID 48 - 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 - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of images Assessment Method Type: Class/Lab Project Target: Demonstration of skills	11/11/2016 - This course was not offered this year. Result: Target Met Year This Assessment Occurred: 2016-2017 02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 4 - Evaluate - A successful student will critically evaluate, define and discuss his or her own projects and the projects of student peers. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking	11/11/2016 - This course was not offered this year. Result: Target Met Year This Assessment Occurred: 2016-2017 02/18/2014 - Learning is successful Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 5 - Diversity - A successful student will recognize and appreciate the artistic contributions made by people from diverse	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target:	11/11/2016 - This course was not offered this year. Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>cultures and backgrounds. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Critical thinking</p>	<p>2016-2017</p> <p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Graphic & Interactive Design (GID) - GID 48 - MONOPRINTING - 6 - Tools & Materials - A successful student will understand and practice the safe handling of tools and materials. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of studio practice</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: Safe practices</p>	<p>11/11/2016 - This course was not offered this year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>02/18/2014 - Learning is successful</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Graphic & Interactive Design (GID) - GID 60 - CAREERS IN THE VISUAL ARTS - 1 - Career Options - A successful student will demonstrate an awareness of various career options for visual artists. (Created By Department - Graphic & Interactive Design (GID))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students research examples of visual arts careers and participate in discussion forums where they share their findings.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: Students create a presentation of a visual arts career explaining what type of work that visual artist does and what preparation is necessary to succeed in that career.</p>	<p>07/12/2016 - Students successfully research visual arts careers, create presentations about visual arts career and share presentations about visual arts careers with their classmates.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>11/12/2015 - Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>05/29/2014 - Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2013-2014	
		10/12/2013 - Students successfully research examples of graphic design careers and participate in discussion forums where they shared their findings.	
		Result: Target Met Year This Assessment Occurred: 2012-2013	
		12/12/2011 - Student contributes a written explanation of each career option and how it relates to visual art. Result: Target Met Year This Assessment Occurred: 2010-2011	
Department - Graphic & Interactive Design (GID) - GID 60 - CAREERS IN THE VISUAL ARTS - 2 - Examples - A successful student will be able to identify individual visual artists that have successful careers. (Created By Department - Graphic & Interactive Design (GID)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Students participate in a discussion forum. Assessment Method Type: Discussion/Participation Target: Students contribute written reflections of the biography and creative work of a professional visual artist.	07/12/2016 - Students successfully write 200-300 word reflections about a visual artist's career path. Result: Target Met Year This Assessment Occurred: 2015-2016	
		11/12/2015 - Students successfully identified examples of visual art representing six careers options for visual artists. Result: Target Met Year This Assessment Occurred: 2014-2015	
		05/29/2014 - Students successfully identify examples of visual art representing six to nice careers options for visual artists. Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
		10/12/2013 - Student successfully identify a ten careers options for visual artists. Result: Target Met Year This Assessment Occurred: 2012-2013	
		12/12/2011 - Student successfully contribute images representing each graphic design career option. Result: Target Met Year This Assessment Occurred: 2010-2011	
Department - Graphic & Interactive Design (GID) - GID 90 - 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 - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of competed hands-on projects Assessment Method Type: Class/Lab Project Target: Bound books demonstating competence in their construction.	11/11/2016 - This course was not taught this year. Result: Target Met Year This Assessment Occurred: 2016-2017	
		11/12/2015 - Learning is successful Result: Target Met Year This Assessment Occurred: 2014-2015	
		08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
		12/11/2011 - Learning is happening Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies
	Assessment Method: Evaluation of binding projects		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Class/Lab Project Target: Demonstration of skills		
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 2 - Content - A successful student will be able to produce content for books. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of completed projects Assessment Method Type: Class/Lab Project Target: handmade books that contain content requiring critical thinking	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013 12/11/2011 - Learning is happening Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Learning is happening	12/11/2011 - Maintain on-going evaluation of course content and learning strategies _____
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 3. Design - A successful student will demonstrate basic design layout in bookmaking. (Created By Department - Graphic & Interactive Design (GID)) Course-Level SLO Status: Active	Assessment Method: Evaluation of design projects Assessment Method Type: Class/Lab Project Target: Demonstration of skills	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 4. Discuss - A successful student will discuss and analyze content and form in book arts. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of participation Target: Demonstration of skills	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 5. Evaluate - A successful student will evaluate craftspersonship in the book arts. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of student Assessment Method Type: Discussion/Participation Target: Critical thinking	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 6. Tools & Materials - A successful student will demonstrate safe use of book art tools. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of studio practice Assessment Method Type: Class/Lab Project Target: Demonstration of skills	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 90 - BOOK ARTS I - 7. Diversity - A successful student will identify book types and styles from different cultures. (Created By Department - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Assessment Cycles: End of Academic Year			
Course-Level SLO Status: Active			
Department - Graphic & Interactive Design (GID) - GID 90 - 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 - Graphic & Interactive Design (GID))	Assessment Method: Evaluation of participation Assessment Method Type: Discussion/Participation Target: Critical thinking	08/20/2013 - Learning is successful Result: Target Met Year This Assessment Occurred: 2012-2013	
Course-Level SLO Status: Active			
Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 1 - Production Process - A student will demonstrate a working knowledge of the production processes necessary to create a silver-based photograph. (Created By Department - Photography (PHOT))	Assessment Method: Student will properly expose and process a roll of film, produce a matching contact sheet, make an enlargement from a selected negative, and mount it on mat board for presentation. Assessment Method Type: Presentation/Performance Target:	06/27/2016 - 90% of student completed this assessment successfully. Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: none at this time. Resource Request:	06/27/2016 - Our plan is continued emphasis on this goal of mastering these basic technical skills. _____
Assessment Cycles: End of Academic Year			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/28/2012 End Date: 06/28/2013 Course-Level SLO Status: Active	90% of students will complete this comprehensive process.	none at this time. GE/IL-SLO Reflection: The creation of original photographs support our GE/IL SLOs of Communication, requires Computation to achieve and is excellent practice of Creative, Critical, and Analytical Thinking.	
		07/08/2014 - 100% of students met this assessment. Result: Target Met Year This Assessment Occurred: 2013-2014	07/08/2014 - We will continue with this method of assessment. <hr/>
		05/05/2014 - 90% of students were able to complete this task. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: not at this time GE/IL-SLO Reflection: This skill aligns with the IL-SLOs of Computation and Creative, Critical, and Analytical Thinking.	05/05/2014 - We will continue this SLO and work to increase to 100% in the future. <hr/>
		01/23/2014 - 90% of students where able to complete this task. Result: Target Not Met Year This Assessment Occurred: 2013-2014 Resource Request: none. GE/IL-SLO Reflection: This task does require real-world Computation. Student must measure liquids, match temperature, do testing for time exposure and measure print for final presentation. This is a good practical challenge. Students also fulfill the IL of Creative,	01/23/2014 - We will continue our methodical teaching of the steps of black and white processing and encourage students to make the connection between this process and the skills of to project planning and problem solving which helps them in all of their learning. <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Critical, and Analytical Thinking through their decision making during this entire process and the creativity of the final images.</p>	
		<p>10/14/2013 - 100% of students completed this comprehensive process. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Critical Thinking 1. Knowledge-By completing this SLO, students demonstrated understanding of the basic processes in traditional photography. However, more students need to embrace this comprehensive process in a consistent manner and as a normal method of working.</p>	<p>12/09/2013 - We will stress the importance of producing matching contact sheets throughout the quarter so that students will benefit from looking at their images earlier, rather than later.</p> <hr/> <p>10/14/2013 - Students should be encouraged to produce a complete set for all rolls of film in order to develop consistency and a disciplined approach to the craft of photography.</p> <hr/>
		<p>04/05/2012 - All students completed this process. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none at this time. GE/IL-SLO Reflection: Creating a print requires a introductory level of problem solving and Computation. There is also an introductory level of Creative, Critical, and Analytical Thinking in the creativity and aesthetic awareness.</p>	<p>04/05/2012 - Continue with current successful methods.</p> <hr/>
		<p>10/30/2011 - Every student showed that they could produce a set of photographs from the camera stage of the process to the final product of a finished photograph. Result: Target Met Year This Assessment Occurred:</p>	<p>04/05/2012 - We will continue the process that has proven successful in this outcome.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2010-2011	10/30/2011 - Although there are four processes listed, within this skill-set, students display various levels of competency for each one. Some students prove stronger in camera handling skills, while others show their strength in the processing/darkroom aspects or in print finishing techniques. Students often are so focused on the finished product (photograph) but overlook these four skill areas. In order to strengthen each skill area, it may be better to break these down into a "checklist of competencies" that the student themselves can monitor so that they can identify the area that requires more attention.
<p>Department - Photography (PHOT) - PHOT 1 - BLACK & WHITE PHOTOGRAPHY I - 2 - Expressive Qualities - A student will recognize the expressive qualities of light, composition, and camera settings and how they contribute meaning to a photograph. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/01/2012</p> <p>End Date: 08/31/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A classroom critique session of a portfolio of 10-12 matted/mounted photographs that demonstrate expressive use of light, composition and camera settings as they relate to context and meaning.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 75% of students will be able to discuss their specific awareness and application of the objectives listed above during the classroom critique session.</p>	<p>06/27/2016 - This year we had an 80% success rate with this learning outcome.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none at this time.</p> <p>GE/IL-SLO Reflection: The creation of original photographs support our GE/IL SLOs of Communication, requires Computation to achieve and is excellent practice of Creative, Critical, and Analytical Thinking.</p>	<p>07/08/2014 - We will continue with this method of assessment.</p>
		07/08/2014 - 100% of students completed this portfolio. Result: Target Met	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The discussion of images and of concepts behind images requires the use of the IL-SLO of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility.</p>	
		<p>05/05/2014 - 80% of students were able to demonstrate these skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: The discussion of images and of concepts behind images requires the use of the IL-SLO of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility.</p>	<p>05/05/2014 - Continue current procedures and lessons.</p> <hr/>
		<p>01/23/2014 - 75% were able to make this goal.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: This process of talking about images is in full support of the IL of "Creative, Critical, and Analytical Thinking." Students must translate what they see into words and ideas. They must explain their opinions to others. In the critique situation, students will discuss the meaning and the cultural connections of the images, supporting the IL of Community/Global Consciousness and</p>	<p>01/23/2014 - We will continue to expand the emphasis in discussion and critique in the entry level class.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Responsibility. Respect, empathy, cultural awareness, and sensitivity are particularly enhanced through this process.</p> <p>10/14/2013 - 87% of students completed a portfolio and were able to discuss how the photographs were made and were offered a meaningful interpretation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Students were able to use the language and terminology of photography to communicate thoughts and ideas. Students also produced photographs that did more than depict the object/scene itself. By understanding how photographs communicate and using the qualities of light and composition, students were able produce photographs that invited interpretation.</p>	<p>12/09/2013 - We will continue with the portfolio assignment as it remains a core assessment method in photography.</p> <hr/>
		<p>04/05/2012 - 80% were able to meet this targets</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Continued support for classes</p> <p>GE/IL-SLO Reflection: The skills of Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility were strengthened by the creation of photographs, the discussion of their meaning and the awareness of different points of view in colleagues photographs.</p>	<p>04/05/2012 - We will continue to emphasize both the technical and creative aspects of creating and discussing photographs.</p> <hr/>
		<p>04/05/2012 - 80% of students were able to meet this target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 Resource Request: Continued support for classes GE/IL-SLO Reflection: Students show increased skill Creative, Critical, and Analytical Thinking by the creation and discussion of their photographs. The process of making images about topics expands their Community/Global Consciousness and Responsibility while thoughtful guided critique and feedback processes increases their connection to their diverse colleagues.	
Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas. (Created By Department - Photography (PHOT)) Assessment Cycles: End of Academic Year Start Date: 09/25/2011 End Date: 06/29/2012 Course-Level SLO Status: Inactive	Assessment Method: Students will print a portfolio of photographs using the skills they have learned in the class. Assessment Method Type: Portfolio Review Target: 80% of students will submit an acceptable portfolio.	07/05/2014 - 80% of students submitted an acceptable portfolio Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: none at this time	07/05/2014 - Students completed this assessment, but could have done better on the quality. Also, online students were hindered by the time frame to print and send the project. We will be re-writing this assessment to include a final project that is more flexible to the online learner and to students with different learning styles.
		05/05/2014 - 85% of student succeeded at this task. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: none at this time GE/IL-SLO Reflection: This requires the skills of the GELO and IL-SLO of Creative, Critical, and Analytical Thinking.	05/05/2014 - Continue to use this task to expand students' skills.
		01/23/2014 - 87% of students submitted an acceptable portfolio.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: none. GE/IL-SLO Reflection: Creative, Critical, and Analytical Thinking is the related IL and the skill to take ideas and translate them into photographing showing the effective use of visual literacy utilizes all of the aspects of this IL.	01/23/2014 - We will continue teaching this skill and process as we have been doing. <hr/>
		10/14/2013 - 76% of students submitted an acceptable portfolio. Result: Target Not Met Year This Assessment Occurred: 2012-2013 Resource Request: None at this time GE/IL-SLO Reflection: "Creative, Critical, and Analytical Thinking" is key to the creation of a portfolio demonstrating the skills learned in the quarter. This SLO is in alignment with this IL -SLO. As a General Education class in the Humanities, the communication of complex ideas through images supports the rich learning and the connection with the history of the medium.	12/07/2013 - The department will look at the rubric to define/quantify "acceptable" portfolio at this level and work to share that with the students earlier in the quarter for greater success at this SLO. <hr/>
		09/09/2012 - 87% of students are submitting an acceptable portfolio (C grade or above). Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: None at this time. GE/IL-SLO Reflection: Using the skills leaned in the class and applying techniques of photography involves	09/09/2012 - Generally, since the portfolio is the largest project of the quarter, submitting this assignment with an acceptable portfolio is essential to success in this class. Each quarter we have fine-tuned the class materials to help students prepare for this project starting with the syllabus and each of the chapters. We will continue to refine

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		problem solving through analysis, synthesis and evaluation, creativity and aesthetic awareness to align this SLO with the ILO of "Creative, Critical, and Analytical Thinking."	the skill building and printing preparation in future quarters. _____
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 1 - Light/Color/Composition/Reflection - A successful student will create photographs that demonstrate an understanding of light, color, and composition and communicate complex ideas and reflect on this process. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 07/05/2014</p> <p>End Date: 07/05/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will create a print portfolio or digital slideshow of photographs using the skills they have learned in the class and reflect on the skills illustrated by the photographs.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 80% of students will submit an acceptable portfolio.</p>	<p>06/26/2016 - 80% of students submitted a portfolio of quality and reflected on the skills learned in the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: Students are developing skills in "Computation" and in "Creative, Critical, and Analytical Thinking" by the development of a portfolio of photographs especially problem-solving, computer proficiency, problem-solving through analysis, creativity, aesthetic awareness and intellectual curiosity.</p> <p>06/26/2015 - 80% of student complete this task successfully and reflect on their photographs and the photographs of their peers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: The creation, sharing and reflection upon original photographs support our GE/IL SLOs of Communication, and is excellent practice of Creative, Critical, and Analytical Thinking.</p>	<p>06/26/2016 - We will continue this assessment in the classes. _____</p> <p>06/26/2015 - Will like to continue to deepen the reflection aspect of this project to enhance the learning and communication aspect by being clearer on expectations of quantity and quality. _____</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Photography (PHOT) - PHOT 5 - INTRODUCTION TO PHOTOGRAPHY - 2 - Contributions - A successful student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/25/2011</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will write a paper on a photographer or style of photography.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will submit an acceptable paper.</p>	<p>06/26/2016 - 80% of students submitted an acceptable paper and gave feedback to their peers on their paper, expanding their learning to more photographers from diverse cultures and backgrounds.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: In working on this paper and giving peer reviews students demonstrated the ILOs of "Communication" and "Community/Global Consciousness and Responsibility."</p>	<p>06/26/2016 - We will continue this assignment. In the future, we will expand the use of peer feedback as now allowed in the Canvas CMS in increase the depth of the learning about this topic.</p> <hr/>
		<p>06/26/2015 - 80% of students submitted a paper and gave feedback to colleague on this paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none at this time.</p> <p>GE/IL-SLO Reflection: This project in conjunction with the photographers of the week in photo five, expose students to a wide variety of diverse contributors in the field. They will expand their skills in Communication, and Creative, Critical, and Analytical Thinking.</p>	<p>10/22/2016 - We will continue this SLO and assessment for this class.</p> <hr/>
		<p>05/05/2014 - 85% of students submitted an acceptable paper. We continued to use Turnitin and emphasized using library assistance tools in the development of the bibliography and there has been some improvement in this assignment. Also added has been a module on the Foothill College Academic Integrity Pledge.</p> <p>Result: Target Met</p>	<p>05/05/2014 - We will continue to use Turnitin and emphasize using library assistance tools in the development of the bibliography. The module on the Foothill College Academic Integrity Pledge will also be continued.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none at this time</p> <p>Resource Request: none at this time</p> <p>GE/IL-SLO Reflection: This assignments supports the GELO and IL-SLO of Communication and Community/Global Consciousness and Responsibility.</p> <p>GE/IL-SLO Reflection: This assignments supports the GELO and IL-SLO of Communication and Community/Global Consciousness and Responsibility.</p>	
		<p>01/23/2014 - 80% submitted an acceptable paper. This was with the addition of the Turnitin Tool for plagiarism detection. This made a positive difference in both the feedback the student received and the understanding of their responsibility. Students who were found to plagiarize were given an opportunity to resubmit the paper for a significant point deduction.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: The ILOs of both Communication and Community/Global Consciousness and Responsibility are both supported by the research, writing and discussion that occurs with the assignment.</p>	<p>05/05/2014 - Continue to use Turnitin and this task. Work to expand their understanding of the bibliography and other aspects of writing a paper.</p>
		<p>10/14/2013 - 80% of students submitted a paper a "C" or better paper. In the end of quarter</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>reflections, many felt that learning about the lives and contributions of photographers expanded their knowledge significantly.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time</p> <p>GE/IL-SLO Reflection: GE/IL-SLOs of Community/Global Consciousness and Responsibility and Communication are supported in this experience of writing and sharing the papers.</p>	<p>12/07/2013 - We will continued work on improving student performance on this task by more discussion on the paper and faculty and/or peer feedback. The addition of Turnitin as a tool for both plagiarism detection/deterrence and as a feedback mechanism for grammar will also improve the usefulness of this assessment method.</p> <hr/>
		<p>09/09/2012 - 81% of students submitted an acceptable paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None at this time.</p> <p>GE/IL-SLO Reflection: This SLO supports the ILO's of "Communication" and "Community/Global Consciousness and Responsibility." Writing about a photographer from a diverse list of recognized photographers, applying what they have learned about photography to their writing and reading and commenting on each other's papers strengthens students' analytical reading and writing skills. The range of photographers that are discussed and students giving helpful feedback to other students increases their social perceptiveness and sensitivity.</p>	<p>09/09/2012 - Students need support in choosing relevant photographers and in preparing an appropriate paper. This year, the support from the library with information about avoiding plagiarism and proper bibliography development was very helpful. We will continue to use such support material and emphasize student to student feed-back in future classes.</p> <hr/>

Department - Video Arts (VART) - VART 20 -
DIGITAL VIDEO PRODUCTION I - 1 -
Production Principles - A successful student

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
demonstrates a working knowledge of basic video production principles. (Created By Department - Video Arts (VART)) Course-Level SLO Status: Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 2 - Equipment - A successful student demonstrates a working knowledge of basic video production equipment. (Created By Department - Video Arts (VART)) Course-Level SLO Status: Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 3 - Process - A successful student demonstrates a comprehensive knowledge of the video production process and the skills necessary to function successfully as a member of a production team. (Created By Department - Video Arts (VART)) Course-Level SLO Status: Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - 4 - Analyze Decisions - A successful student analyzes the creative and technical decisions made in the video production process. (Created By Department - Video Arts (VART)) Course-Level SLO Status: Active			
Department - Video Arts (VART) - VART 20 - DIGITAL VIDEO PRODUCTION I - Production Principles - A successful student demonstrates a working knowledge of basic video production principles. (Created By Department - Video Arts (VART))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Course-Level SLO Status: Active			

Unit Assessment Report - Four Column

Foothill College Program (FA-ART) - Art AS/CA

Mission Statement: The Art/General 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 Degree and not necessarily transfer to a four-year school. 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-ART) - Art AS/CA - 1 - Students will be able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Final portfolio review of students work by instructional team will assess two and three dimensional artwork and designs using appropriate tools, materials, methods and techniques</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Each student should be able to exhibit 20 to 30 quality level two-dimensional and three dimensional artworks at the end of the program cycle in an exit portfolio.</p>	<p>12/02/2016 - Students who go through our art general (art survey) program have 20 to 30 successful works in the exit student exhibition. This exhibition is reviewed by all of the art faculty. The work shows a range of art techniques from painting, watercolor, two dimensional design, ceramics, drawing, printmaking and digital arts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Program (FA-ART) - Art AS/CA - 2 - Students will be able to analyze and critically evaluate two-dimensional and three-dimensional creative projects using the current principles and language of art and design.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Final portfolio review of students work by instructional team will assess two and three dimensional artwork and designs using appropriate tools, materials, methods and techniques</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: Each student should be able to exhibit 20 to 30 quality level two-dimensional and three dimensional artworks at the end of the program cycle in an exit portfolio.</p>	<p>12/02/2016 - A majority of students who go through our program are able to clearly communicate 2 and 3-D creative art works using design principles and elements of design.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	