

**BASIC PROGRAM INFORMATION**

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

**Program/Department Name:**

**Division Name:**

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

Name	Department	Position
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*

**SECTION 1: PROGRAM REFLECTION**

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

Since our Art History course enrollment decline reached its lowest point in the 2014/15 year, we have seen a slight positive increase of +4.25% in enrollment during the 2015/16 year. This is based on course-by-course analysis of enrollment for the 2015/16 sections of courses ART 1, ART 2A, 2B and 2C, ART 2E, ART 2F, ART 2J, and ART 3, which totaled 1,083 compared with the previous year's 2014/15 sections of those courses, which totaled 1,037.

Like the 2014/15 year, which was transitional after the retirement of one full-time faculty member, the 2015/16 year was another transition period after one Art History full-time faculty member became interim Dean of the Fine Arts Division, leaving only one full-time Art History faculty member who was new and recently hired, and also teaching sections of studio art courses in the Art department. These extenuating circumstances would account for the only modest enrollment increase. Combining the part-time faculty and full-time faculty, the current plan is to run 30 Art History sections total in 2016/17, which will significantly increase our enrollment.

The overall student success in Art History increased +2% in the 2015/16 year, up 71% from 69% in the previous year. This is, again, based on accounting of all 2015/16 sections of courses ART 1, ART 2A, 2B and 2C, ART 2E, ART 2F, ART 2J, and ART 3.

Based on analysis of online sections of courses, there was a decrease of -1% in student success. This is, again, based on accounting of all 2015/16 sections of online courses ART 1, ART 2A, 2B and 2C, ART 2E, ART 2F, ART 2J and ART 3 (noting that, in some cases, no data were available due to certain courses not being taught online in one or both of the given years). The decrease of student success in online courses is not a reflection specifically of the online sections of Art 1, our largest enrollment course by far, which actually had an increase of +6% in student success; rather, our combined total of all online sections of all courses in Art History showed the slight -1% decline.

Success rates in the face-to-face Art History sections were comparatively better, with an overall success rate of 77% for the 2015/16 year, compared with the online sections, which during that same year held a success rate of 63%. Based on analysis of face-to-face and hybrid sections of courses, there was an increase of +1% in student success. This is, again, based on accounting of all 2015/16 sections of courses ART 1, ART 2A, 2B and 2C, ART 2E, ART 2F, ART 2J, and ART 3 (and, again, note that in some cases, no data were available due to certain courses not being taught face-to-face in one or both of the given years).

Our notable success rates for Target Groups include African-American students, improving +10% in all 2015/16 sections of above-mentioned courses (54% up from 44% in the previous year). The success rates for Latino/a students declined -4% in all 2015/16 sections of the courses (61% down from 65% in the previous year). The decrease in Latino/a student success is not a reflection specifically of the course sections of Art 1, our largest enrollment course by far, which in fact had an increase of +6% in Latino/a student success (60% up from 54% in the previous year); rather, our combined total of all sections of all Art History courses showed the decrease in Latino/a student success coming particularly from one course, ART 2J, which accounts for only a very small portion of our overall student enrollment in Art History. Whether simply a fluke or not, dramatic increases or decreases will be discussed during our departmental meetings as part of our larger mission to improve student success among all Targeted Groups at the college.

In regards to our SLO assessments, they generally were successful and we will continue to emphasize writing and critical thinking in the Art History courses. However, we have discussed the increasing tendency of students to avoid elective courses that require any writing or critical thinking, which affects our enrollment. Our courses require reasonable amounts of writing, including essays and research papers, as per our Course Outlines. We have also discussed the challenges of addressing students' lack of prior experience or knowledge of written organization and written communication. In addition to paper-writing seminars, some of our face-to-face courses, including Art 3, Art 2B and Art 2C, include a library research presentation to aid in the students' process of writing a research paper with proper bibliography and uniform citation. Our SLO assessments will be discussed during our departmental meetings as part of our on-going discussion of improving student success in writing, both overall and among all Targeted Groups.

The Art History department productivity has continued to decline. Based on accounting of 2015/16 sections of courses ART 1, ART 2A, 2B and 2C, ART 2E, ART 2F, ART 2J, and ART 3, there was a decline of 17% (490 in 2015/16, down from 590 in the previous year). It was hoped that our productivity would improve, but it was not possible in the 2015/16 year, due to the introducing of the new full-time faculty member to the students and very low enrollment of multiple sections of Art 1 face-to-face courses and other face-to-face Art History courses. This was compounded by the previously-mentioned Art History full-time faculty member becoming interim Dean of the Fine Arts Division, leaving only one full-time Art History faculty member in the Spring '16 term who was also teaching sections of studio art courses in

the Art department. The downward trend in face-to-face courses and productivity is not unique to our department, and we are aware of the decrease in student enrollment across the college, especially in face-to-face courses. Nevertheless, we have discussed and made realistic plans to increase our productivity in Art History in the 2016/17 year, which include the scheduling of 30 total sections, including more high-enrollment online courses, and the hiring of one new part-time faculty to teach additional courses and online sections of courses. Furthermore, the increasing enrollment numbers of the new full-time faculty member will help to boost our productivity. These plans correspond with our common objectives for the 2016/17 year to begin to move in the direction of the higher productivity levels seen back in 2013/14, several years ago, when there were 2 full-time Art History faculty teaching exclusively Art History courses, and teaching many overloads and high-enrollment online courses.

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

We have in the Art and Art History Departments participated in the inaugural term of the new Sunnyvale Education Center, which opened its doors to students in Fall 2016. In addition to courses in digital arts and graphic design, we have offered the new industrial design courses at the Sunnyvale Center. The one full-time Art History faculty member—who was also teaching sections of studio art courses in the Art department—has invested significant efforts in the new Industrial Design program's introductory courses being taught at the Sunnyvale Center. We have discussed plans for future growth of course offerings at the Sunnyvale Center, including art courses such as drawing and painting, and art history courses such as Art 1. Our requests for new equipment funds in our Art Program Review will hopefully aid in facilitating the future growth of our programs at the Sunnyvale Center.

The Art and Art History Departments have also continued to examine our programs' scope and reach to a wider demographic of students, which involved identifying how we could make revisions to our departmental websites and additions to our course offerings in the 2-year schedule of courses. We have also looked at our Targeted Groups' rates of success over the most recent years, and we have identified areas needing attention in order to bring up those numbers and improve student success.

As already stated, the Art History Department continues to emphasize writing and critical thinking, and we are especially focused on classroom practices aimed at improving student success among Targeted Groups. Our individual faculty members are attending college-sponsored equity workshops and our one full-time Art History faculty member will be participating in the Faculty Teaching & Learning Academy (FTLA) as part of the Foothill College Equity Plan. The FTLA is a guided year-long community for faculty to examine and plan for classroom practices aimed at improving student equity and success. By taking an active involvement in training opportunities available to faculty at the college, we aim to make concrete improvements to our rates of student success, as well as mitigate the high attrition rates in Art History that are a continuous challenge in light of the previously-mentioned increasing tendency of students to avoid—or to drop or withdraw from—elective courses that require any writing or critical thinking. Student drops or withdraws not only affect our enrollment, they affect our ability to outreach to Targeted Groups who may be underprepared for the demands of college level courses.

As part of our endeavors to overcome these above-mentioned challenges, the Art History faculty continues to participate in the Foothill College Equity Plan. The Art History faculty will remain involved in the FYE (First Year Experience) program, which was first launched in the 2015/16 year. The FYE

program is a one-year student learning community designed to help traditionally underrepresented students—including Targeted Groups—and to support students' successful transition to college. The FYE program includes at least one section of the ART 1 course face-to-face, which will engage these students in a learning experience that enhances visual literacy and will hopefully inspire their interest in enrolling in additional art and art history courses. Based on data from the FYE program's first year—which was also recently published along with the similarly new Umoja program—the overall student success rate in the FYE sections is higher than in non-FYE sections of those same courses. Our goal in the Art History Department is to remain a part of the FYE and other programs that help to improve student success. Our long-term goals include strengthening these programs to high enough numbers to teach additional sections of ART 1 face-to-face.

Our plans to re-introduce courses that have not been taught for some time, such as African, Native American, and Oceanic Art, have been delayed due to the transitional period in our department. However, we intend to bring back these courses to attract a wider diversity of students, including Targeted Groups. As already mentioned, the new full-time Art History faculty member has been comprehensively engaged in teaching new courses for the recently-created Industrial Design program at the Sunnyvale Center. This involves writing a history of industrial design course to expand our offerings and reach new demographics of students.

For online and hybrid courses, the migration process from Etudes to Canvas has been fully underway since last year. At this point in time, all Art History part-time and full-time faculty have already completed the Canvas Certification training, and are either fully teaching in Canvas or currently in the process of migrating all their courses. The Art History department will continue to address closing the achievement gap between traditional face-to-face courses and fully online courses. Both part-time and full-time faculty members have incorporated online learning enhancement tools via our textbook publishers, such as My Arts Lab and REVEL, to embed more grade-boosting assessments into outline courses. We have also continued to incorporate audio/visual presentation and communication formats to create a more one-on-one intimate approach, including Voice Thread and Skype video conferencing. We will continue to monitor our students' success rates as we make future plans or revisions to our program of online courses, especially as they relate to success of Targeted Groups.

We have encountered instances of confusion among students who enrolled in the ART 1 course mistakenly believing that it was a studio art course in drawing or painting. This issue was identified by the Dean in last year's Program Review. One simple suggested solution was to rewrite the ART 1 course description to include specifically that the course is NOT a hands-on studio art learning experience, but instead, a hands-off reading, writing and discussion course about visual arts and art history. The rewriting of the ART 1 course to add this information will be discussed again in departmental meetings and finalized this upcoming year in C3MS under the ownership of the one full-time Art History faculty member.

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

The Art History Department will continue to look at student success rates as the key measure of improvement. We are using the Program Review Data Tool to track changes in our rates of student success over the most recent academic years. We have planned and organized ourselves—as previously explained—to increase the percentage % of success for Target Groups. Our goal of increasing the

success of Target Groups is inextricably linked to our focus on increasing actual course enrollment of students from those same Targeted Groups. Again, we are responding in ways appropriate for face-to-face courses versus online courses, and part of our activities include the previously-mentioned involvement in the Foothill College Equity Plan and the expansion of our course offerings on a rotating 2-year schedule in order to attract a larger number of students from these Targeted Groups.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

*“Create a culture of equity that promotes student success, particularly for underserved students.”*

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

As explained earlier, the Art History Department will continue to examine its program’s scope and reach to a wider demographic of students, which involves identifying how we could make revisions to our departmental websites and additions to our course offerings in the rotating 2-year schedule of courses. We will continue also to look at our Targeted Groups’ rates of success and identify areas needing attention in order to bring up those numbers and close the achievement gap, particularly of underserved students.

Also as already explained, the Art History faculty will remain involved in the FYE (First Year Experience) program, which was first launched in the 2015/16 year. The FYE program is a one-year student learning community designed to help traditionally underrepresented students –including Targeted Groups –and to support students’ successful transition to college. The FYE program includes at least one section of the ART 1 course face-to-face for the 2016/17 year. Our goal is to remain a part of the FYE and other programs that help to improve student success among underserved student populations. Our long-term goals include strengthening these programs to high enough numbers to teach additional sections of Art History courses face-to-face, thus exposing more of these underserved student groups to the visual arts.

Also as already explained, the Art History faculty currently and in the upcoming year will participate in college-sponsored student equity workshops and our one full-time Art History faculty will participate in this year’s Faculty Teaching & Learning Academy (FTLA), which provides a full year of guidance and training to faculty to examine and plan for practices aimed at student equity and success for underserved student groups.

Finally, again as already explained, both part-time and full-time faculty members have incorporated online learning enhancement tools via our textbook publishers, such as My Arts Lab and REVEL, to embed more grade-boosting assessments into outline courses. We have also continued to incorporate audio/ visual presentation and communication formats to create a more one-on-one intimate approach, including Voice Thread and Skype video conferencing. We will continue to monitor our students’ success rates as we make future plans or revisions to our program of online courses, especially as they relate to success of Targeted Groups. We are committed to improving success rates for all our students in the online courses by integrating new technology, online learning enhancement tools, and effective pedagogical approaches.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

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

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Teach 28-30 sections in 2016/17	2016/2017 Academic Year	Course enrollment up 10% from 2015/16
Teach 30-32 sections in 2017/18	2017/18 Academic Year	Course enrollment up 10% from 2016/17
Use audio/ visual presentation and communication formats in online Canvas courses (e.g. Voice Thread).	2016/2017 Academic Year	Online courses in Canvas by 2017 should use audio/ visual presentation and communication formats
Increase rate of student success among Target Groups in 2016/17	2016/2017 Academic Year	Student success among Target Groups up 5% from 2015/16

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

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**3A. 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.

**3B. 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 4: FEEDBACK AND FOLLOW-UP**

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

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

The Art History program has had a busy two years with the loss of a long-serving faculty member, the hiring of a new full-time faculty member, and the temporary loss of another long-serving faculty member to administrative duties. 2015/16 did see a drop in enrollment for these reasons as fewer sections were offered, but 2016/17 has already shown a marked improvement in enrollment and productivity and I fully expect the productivity to recover to pre-2015 levels this year.

We should note the marked improvement in success rates for African American students and the slight overall improvement in success rates across the board. The department participated in the pilot year of FYE (First Year Experience) offering an Art 1 course in the first quarter of this cohort in fall 2015. The FYE Art 1 section will be offered again this spring and the faculty are proud to be a part of this new Foothill learning community.

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

The major area for concern is success rates in online classes. The faculty are all transitioning to Canvas this year and this will be used as an opportunity to try different learning modalities to retain online students. The department also needs to look at how to attract and retain more Latino and African American students. The new Canvas course sites should help, but it will also be important to revise their curriculum (especially for ART 2J and ART 3). I would also recommend the creation of a multicultural arts of America course to complement our Photo 8 and Music 8 classes.

If the full-time faculty member currently working in administration returns to faculty in 2017, the department will be able to offer a more robust schedule of classes, but if not, the department should definitely ask for a new full-time position, especially as the other full-time faculty member also teaches Art and Industrial Design.

**4C. Recommendations for improvement:**

The Art History department should use the transition to Canvas to vary teaching modalities to incorporate more group work and collaboration. They should also identify existing students to work as tutors in the TLC to support both F2F and online students. Finally, the department update their curriculum and write new courses (History of Industrial Design, Contemporary Multicultural Arts of America, etc.) to expand the art history curriculum.

Finally, it would be worth looking at designing/remodelling a campus classroom (large enough to seat 50) to house all art history classes. The current classroom, Appreciation Hall, is a wonderful space to view images, but it is not conducive to group work and collaboration.

**4D. Recommended Next Steps:**

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

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



# Unit Course Assessment Report - Four Column

## Foothill College

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 – Tools for Understanding and Appreciating Diversity of Human Behavior - Students will have tools to better understand and appreciate the diversity of human behavior in small-scale and more complex societies, including their own, through an ability to recognize and articulate the characteristics and elements of culture, and the ways in which anthropologists study and explain the diversity of human behavior around the world. (Created By Department - Anthropology (ANTH))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Start Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to 3 (strongly agree).</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).</p>	<p>10/07/2016 - I am reporting on results from Spring 2016 Anth 2A Section 03. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 34 results of the self survey, the average "rating" on the scale was 2.7 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the scale was 2.6 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.6 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is also met.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>GE/IL-SLO Reflection:</b> The SLO is directly related, so by meeting the specific course SLO, the GE/IL-SLO is also met.  <b>Related Documents:</b> <a href="#">Anth 2A Self SLO Assessment.docx</a>	
	<b>Assessment Method:</b> Participant Observation Project: Students conduct participant observation. They choose an issue/event to observe, spend one to two hours observing, write detailed notes, then transcribe those notes along with an assessment of what they learned about the research methodology. They also submit questions they have after the experience and develop a plan for further research on the issue.  <b>Assessment Method Type:</b> Observation/Critique  <b>Target:</b> 80% of students earn a B (80%) or higher.	10/05/2016 - ANTH 02 CRN 10261 Summer 2016 87% of students received a B (80%) or above.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 – Exposure to Different Cultures and Ways of Being - Students will expand their awareness of the peoples of the world, and the different ways of living and being in the world, through an exposure to a variety of ethnographic studies and cross-cultural explorations. (Created By Department - Anthropology (ANTH))  <b>Assessment Cycles:</b> End of Quarter  <b>Start Date:</b> 09/08/2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to 3 (strongly agree).  <b>Assessment Method Type:</b> Survey  <b>Target:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).	09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the scale was 2.6 - between Agree & Strongly Agree.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2014-2015  04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.7 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Again, directly related.	
	<b>Assessment Method:</b> Participant Observation Project: Students conduct participant observation. They choose an issue/event to observe, spend one to two hours observing, write detailed notes, then transcribe those notes along with an assessment of what they learned about the research methodology. They also submit questions they have after the experience and develop a plan for further research on the issue. <b>Assessment Method Type:</b> Observation/Critique <b>Target:</b> 80% of students earn a B (80%) or better	10/05/2016 - ANTH 02 CRN 10261 Summer 2016: 86% of students received a B (80%) or better. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
	<b>Assessment Method:</b> Students read two ethnographies and respond to a series of weekly essay questions (assignments and exam) related to the ethnographies as well as the topic of study that week. They must critically analyze the issue at hand using the ethnography in their analyses. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 80% of students achieve a B (80%) or better.	10/05/2016 - 80% of students received a B (80%) or better on the aggregate of these essay questions in their assignments and exams. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 – Skills for Solving Conflicts and Social Issues - Students will have a new set of skills to better understand and address conflicts and social issues by learning to apply anthropological methods and principles,	<b>Assessment Method:</b> Students are administered an SLO Self-Assessment survey at the end of the course. They indicate how strongly they agree or disagree with the statement that they "now have tools...(the SLO wording)." The answers range from -3 (strongly disagree) to	09/17/2015 - I am reporting on results from Spring 2015 Anth 2A. Again, based on self assessment, comments and feedback received by communication to this instructor, this course is definitely meeting this outcome. Of the 23 results of the self survey, the average "rating" on the	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>particularly holism, recognizing ethnocentric biases, and practicing cultural relativism, to solve human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p><b>Start Date:</b> 09/08/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>3 (strongly agree).</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> The overall course average should be above 1.5 (1 = slightly agree, 2= agree).</p>	<p>scale was 2.55 - between Agree &amp; Strongly Agree.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p> <p><b>GE/IL-SLO Reflection:</b> This outcome squarely aligns with the Community/Global Consciousness and Responsibility</p>	
		<p>04/25/2014 - I am reporting survey results from section Anth 2A 01 Winter 2014. The average rating of the 46 responses was 2.5 for this SLO. This means the Target was definitely met (and then some!). The narrative comments were overwhelmingly positive and articulated demonstration of having achieved the SLO, although the average was slightly lower for this SLO, and some students indicated they still struggled with the application. This SLO is reinforced in other ANTH courses (2B and 12 specifically).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> SLO is directly related.</p>	
<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.,</p>	<p><b>Assessment Method:</b> The student will write weekly essays (online) and midterm responses (online and face- to-face) that require the student to interpret the artwork produced in a variety of media of</p>	<p>01/24/2017 - test test</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>contemporary artists whose work exemplifies the creativity of multicultural America.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 75-80% of students will receive a grade of 8 or higher on the 10 point essay assessment.</p>	<p>2015-2016</p> <p><b>Resource Request:</b> leave blank</p> <p><b>GE/IL-SLO Reflection:</b> leave blank</p> <hr/> <p>11/21/2015 - Art 1 was taught 11 times in 2014/15 with five sections taught online. This reflection is based on one online section and one face-to-face section from the Fall of 2014. This SLO is featured in the face-to-face midterms, weekly lab discussions, and in the weekly essays and Discussion sessions for the online courses. Students are very receptive to discussions of contemporary artists and issues that relate to their own experiences. The following is a sample question from my Art 1 online course: "2. What is your relationship with knowledge and technology? Please discuss Jean Tinguely, Nam June Paik, and Fernand Léger from your text and look at how their images engage with technology. Do they help you understand your own relationship with technology?" Students were consistently able to relate the work of these artists to their own experiences. WE will continue to vary the artists we discuss and reference themes that directly impact our student's lives (this year, we have talked about terrorism and fundamentalism in the Islamic world - Shirin Neshat's work refers to Muslim women's experiences- and technology and the lack of meaningful lives for young people - Banksy's "Dismaland" seems to speak to our students). Over 85% of students wrote successful responses (12/16 or better) to this SLO prompt in their online courses.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the</p>	<p>11/21/2015 - We will continue to monitor the results for this SLO and intend to keep it as part of our curriculum.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. It encourages students to look deeply at the world around them and assess how their lives are affected by the complex web of politics, technology, and economic change.</p> <p>11/03/2014 - NB. This is the first year that Simon Pennington has written the Art 1 SLO reflections as Dr. Reid has retired and will return (on Article 19) in the winter of 2014.</p> <p>In the online section of Art 1 I taught by Simon Pennington in 2013/14, students were able to meet this SLO more than 75% of the time. The students are required to write short essays each week and the focus of the essays is on analyzing and contextualizing a variety of art based on the themes discussed in the weekly Modules. The average grade was 80%, based on one online course. I will be able to present a more thorough analysis of this SLO in 2014/15.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO encourages the student to critically analyze art made in the USA from a multicultural perspective taking into account how the diversity of our population has added to the creativity and increased self-awareness of our culture. Students are expected to look at works like "Trauma" by Hung Liu and examine our own freedoms compared to the historical treatment of women in China and more recently in 1989 at Tianamen Square. This is a very</p>	<p>11/03/2014 - I intend to continue assessing this SLO into 2014/15 as it is such an important aspect of the Art 1 curriculum.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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>04/20/2014 - The target for success was met, with at least 75-80% of students earning 8/10 points possible or higher on weekly essay assessments. I tend to score higher on the first two assignments as students begin to learn what is expected of them, however, grades are mostly maintained as students improve their work by incorporating my suggestions in subsequent submissions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>04/20/2014 - I plan to continue this assessment as it is effective in showing student learning in Art 1.</p> <hr/>
		<p>09/12/2013 - 80-82% of students continued to receive a grade of 8 or higher on the 10 point essay assignment. Despite the fast pace of summer classes (6 weeks instead of 12 weeks per term) students in the early and regular summer session scored higher in general on essay assessments than students enrolled in classes during the regular academic year. It seems that more students enrolled at 4 year universities take summer session online classes and this may account for lower drop rates and higher grades during summer session.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>09/12/2013 - I plan to continue to utilize this assessment as it has been successful. I will also continue to compare success rates between summer session and the regular academic quarterly sessions.</p> <hr/>
		<p>09/04/2012 - 80% of students received a C or better on this essay.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> none</p> <p><b>GE/IL-SLO Reflection:</b></p>	<p>09/04/2012 - I plan to continue to utilize this assessment as it has been successful.</p> <hr/>

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



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	04/20/2014 - I will continue using this method of assessment. <hr/>
		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.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	09/12/2013 - This was a highly successful assessment and I plan to continue using this format for student learning about art. <hr/>
Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 -	<b>Assessment Method:</b> Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know	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	11/21/2015 - We hired a new full-time tenure track art historian this year and will be revisiting our SLOs

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p>	<p>total 70) directly relates to this SLO where the student is asked to identify and analyze designated works of art. Although we require much less memorization than teachers did 30 years ago, it is still important to be able to identify and contextualize the art and cultures we study.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students have to identify selected works of art from many cultures and be able to analyze them using the critical tools we master in the course. They are expected to be able to contextualize the visual culture of many civilizations and make sense of the use of art as a tool to understand religious, cultural, and political change.</p>	<p>next year.</p> <hr/>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO relates directly to the</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> <hr/>

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>liked the way the review sheets allowed them to concentrate on important facts and also facilitate their mastery of the themes covered in each unit.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> I plan to continue to use the review sheets I modified last year (2011/2012). The simpler format and clearer expectations for the exams definitely worked as student grades improved slightly over 2010/2011 in the objective section (slide ID) of the exams. I also used the online lab Discussions to really support the broader themes discussed each week and this too produced positive results.</p> <p>This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Communication/Global Consciousness and responsibility core competencies because it requires students to be able to identify, contextualize (time, place, religion, politics, etc.) the cultures we study.</p>	<p>information, but keep the clearly defined 'facts' that the students need to master for each exam.</p> <hr/>
		<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</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>

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		<p>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.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2010-2011  <b>Resource Request:</b>  None at this time  <b>GE/IL-SLO Reflection:</b>  The initial findings from the fall of 2010 indicate that knowledge of basic facts improved the student's ability to engage with the broader concepts (critical thinking). Returning to this SLO in the fall of 2011, I emphasized the facts I felt the students needed to know by highlighting them on their review sheets. This produced dramatic results and the grade on the first and second exams improved by an average of two points.</p> <p>I feel that the critical thinking skills developed in any humanities course are by far the most important outcomes, however, increasingly students come to us with little basic knowledge of history and context. I realize that if I can help them get a basic grasp of chronology, their ability to understand and contextualize information improves dramatically.</p>	
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	<b>Assessment Method:</b> 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	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	11/21/2015 - We will revisit this SLO in 2015/16 and possible modify it to expand its scope.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/19/2011</p> <p><b>End Date:</b> 12/13/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.</p>	<p>development of a culture of 'heroism'). The students did very well and were able to relate the individualistic culture of the Ancient Greek city states to the nature of Greece's topography (average essay score 13/16).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students are required to synthesize geopolitical, geographic, and cultural factors to understand how civilizations develop and change.</p> <hr/> <p>11/03/2014 - Over the past few years, this SLO has been assessed based on specific questions about the impact of the Nile river on ancient Egyptian civilization. This theme was again featured as both a F2F class Paper topic in the fall of 2013 and an Online paper topic in the spring of 2014 and an exam question on the first fall 2013 midterm. The students were able to answer this question to my satisfaction on the first exam (seven students chose this essay question) and received an average of 13/16. The question was also featured on the first midterm in the online spring 2014 section of Art 2A ( Why were the Egyptians an essentially optimistic people? What environmental factors shaped their culture and how was this expressed in their art?). In this case the average grade was 8/10.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>11/03/2014 - This is an interesting SLO, but I would like to change it next year to expand the scope of the assessment beyond Egypt to more fully support the Global Consciousness rubric.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are expected to analyze (in written form and in group discussions -in their seminars) the relationship between environment, culture, and cultural production (literature, art, etc.). They study the topography of North Africa and assess how the presence of the Nile (and its natural cycles) helped develop the ancient state of Egypt and influenced the Egyptian obsession with stability and tradition and also helps explain the essentially conservative nature of ancient Egyptian culture, art, and religion.</p>	
		<p>12/01/2013 - This SLO featured in both the traditional face-to-face section of Art 2A and the online course as well. As noted last year, the students were, on the whole, able to develop and understanding of how environment can help shape civilizations/cultures. I did spend more time this year establishing the geographic and environmental factors that helped shape Ancient Egyptian culture. The five papers that dealt with this subject did a nice job drawing associations between factors like the Nile river and surrounding deserts with the optimism of Egyptian culture. The average essay score for this topic was 57/70 (B)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> I am currently reviewing several films that might help our students gain a broader understanding of the link between environment and the development of cultural norms.</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This SLO directly supports the general GE goals by providing the student with a broader context for the development of cultures. They must understand world geography and different climate zones to fully grasp the development of the cultures they study.</p> <p>09/10/2012 - #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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness competencies. It requires the student to connect environmental factors to the development of culture/traditions bridging religion, political systems, and social norms.</p> <p>10/14/2011 - This topic was specifically addressed</p>	<p>09/10/2012 - I intend to reword my essay and term-paper questions to clarify expectations for this SLO.</p> <hr/>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>in the first exam. The essay question was successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.</p>	<p>09/10/2012 - This SLO featured on both the second midterm exam and was also a optional term paper subject in the fall of 2011. As in 2010, those students who opted to answer this essay question did well. They successfully integrated environmental factors (the river Nile, annual floods, etc.) into their discussion of Egyptian culture and the development of Egyptian visual culture (art). Average grade 12.5/16</p> <p>The term paper responses did an excellent job with the environment of Ancient Egypt (discussing the annual inundation, the deserts, etc.), but did not connect the art and environment as successfully. The average grade for students who chose to address this theme (12 in total) was 54/70 (C+). I have decided to reword the questions on both the midterm and term-paper assignment sheet for 2012 to clarify expected outcomes.</p> <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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			lectures.
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Classic Athenian Art - A successful student will be able to demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 04/08/2013</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.</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 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The 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>
		<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</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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 second midterm essay and the average grade was 13/16 which is rather good.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility 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>papers improves.</p> <hr/>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</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><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility 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>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This 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/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Start Date:</b> 04/08/2013</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> The student should receive a 60/70 on the term paper or at least a 12/16 on the midterm.</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 the theories of scholars like David Lewis-Williams and featured this theme in an assigned lab-discussion film.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO 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>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> <hr/>
		<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</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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility 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>year.</p> <hr/>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b></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>This SLO directly supports the following ILO's: Communication, Creative Critical and Analytical Thinking, and Community?Global Consciousness and Responsibility. The meaning(s) of Paleolithic cave paintings are constantly being reassessed as we gain more knowledge of how the brain works and how cultures use art (visual art as well as music) to create community and connect to a 'higher power.' Recent scholarship on cave painting requires the student to understand psychology, neurology, and new techniques in archaeology.</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p>	<p>09/10/2012 - 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/>
Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE	<p><b>Assessment Method:</b> This SLO will be assessed based on student</p>	11/21/2015 - This SLO is featured in both the online and F2F sections of this course (one F2F	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/07/2013</p> <p><b>End Date:</b> 03/26/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>responses to essay question(s) on the second and third exams ( Midterm #2 and Final) and the term papers that addressed this question.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16 or better on the essay.</p>	<p>and three online sections in 2014/15). The average responses for the F2F section were generally a little better than the online responses. The F2F prompt was - 3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education (Humanism), exposure to new ideas, and wealth and status. Of seven students who chose to respond to this question of midterm #2, the average grade was 12/16 which leaves much room for improvement. The online sections answered the following question: 2. Discuss the economic, political, and social factors that precipitated the development of new economies and a 'new art' in Italy in the 14th century. What role did art play in these new urban economies? The average grade for students who answered this question was 8/10. In both cases, this SLO was supported by lecture content, lab Discussions, and video content.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The student is required to look at economic, political, and cultural factors and assess how they affected the production and themes in art. This synthesis must be discussed in the form of a critical essay.</p>	<p>11/21/2015 - This SLO will be review this year to incorporate ideas from our new full-time colleague.</p> <hr/>
		<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</p>	<p>11/03/2014 - This is an important and successful SLO and I will continue to introduce these themes</p>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>online course (fall, winter, and summer). The winter F2F midterm responses to a question based on this SLO (Please discuss Humanism in specific reference to the art commissioned by important patrons like the Medici. Why were they so fascinated with Greek and Roman culture?) were excellent. This question was answered by seven students with an average grade of 14/16 (very good!). Because the question requires the student to look at the Renaissance economy, new mercantile classes, and art production as related themes, it did produce some the the best in-class essays of the whole course. I was also impressed by the online Discussion based on this theme (After studying many of the paintings we are studying in chapter 20 (15 in some texts) it is evident that some of the patrons (the actual people who paid for the art) are actually featured in the religious scenes (look at images 20-4, 20-9, 20-12, and 20-17). What does this, to us, unusual inclusion of the donors tell us about economic, social, and religious changes taking place in Europe in the fifteenth century? Why did the donors have themselves included in the paintings they commissioned?) as the students did a really nice job bringing the various elements (economic, social, etc.) together.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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</p>	<p>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>approach. They must write about the nexus of these elements and are also encouraged to share their ideas with their peers via the Etudes online Discussion tool in instructor-moderated online discussions.</p> <p>12/01/2013 - This SLO continues to bring out the best in the students. It was addressed in the face-to-face section in the Winter and in the three online sections. I have added more films from Films on Demand, Lab Discussion questions, and primary source material to support this SLO and the students really seem to relate to the material. The online students did a nice job with their assignment essays and the Winter face-to-face section was equally successful with all 11 students who answered this question getting 12/16 or above for this prompt.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p> <p>09/10/2012 - As with 2010/2011, the 2011/2012 results for this SLO were encouraging. I added an optional film (accessible via Films on Demand) to support this SLO and most students (about 60% based on an informal survey) opted to watch the video. The average score for this essay on exam #2 was 12/16 which is quite good.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></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 quarter.</p> <hr/> <p>09/10/2012 - This SLO will be featured on exams and assignments in both my face-to-face and online Art 2B courses in 2012/2013. I will require students to watch an extra film available on Films on Demand which supports this SLO and add content to both the review sheets and modules online.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community Global Consciousness and Responsibility ILO's. It requires the student to critically examine the relationship between economic development, cultural innovation, and scientific advancement.</p>	
		<p>10/14/2011 - I was pleasantly surprised by the quality of the answers of those students who opted to address this SLO on their second and third exams. I do spend a great deal of time defining this topic in the Renaissance unit of Art 2B and the issues are also highlighted in the labs (Film and Discussion: "Florence: The Power of the Past", and Seminar topics) as well as two in-class films from the "Art of the Western World" series. The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, 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,</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>

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>did produce mostly 4/5 or above for the works cited pages. However, the quality of the papers (the grade being based on the actual papers) was a little lower than expected. The class average was a C+. The online sections wrote shorter papers and the average for the fall and winter sections was 77%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to assemble an acceptable college-level Works Cited page complete with primary and secondary sources. They are expected to read and master these sources and report on their research in a paper presented in the MLA format.</p>	<p>correlation between the level of English class completed (ENG 1A, 1B, etc.) and the quality of a student's writing and, based on information I have from my student questionnaires, there is not a direct link. I feel I need to offer more paper-writing seminars and, either make them mandatory and offer points for attendance, or encourage more students to attend with extra credit points. As noted last year, students who attend the paper-writing seminars write (on average) better papers than those who do not.</p> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</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><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	
		<p>09/10/2012 - 41 students wrote a term paper in the face-to-face class in the winter of 2012. 30 students received a C or above and we still had 11 papers with grades below a C. I spent more time discussing paper organization in the library lab session and offered two optional paper-writing seminars, however, only 11 students attended these sessions. It is interesting to note that of the 11 sub-standard papers, six actually had acceptable bibliographies, so I am more convinced that the problem has more to do with general college preparedness.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly 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</p>	<p>09/10/2012 - I was unhappy to see so many (19% of all essays) sub-standard papers. In all cases, they</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the ability to find and analyze appropriate peer-reviewed sources for research is absolutely necessary for success in the increasingly information-rich world we live in.</p>	<p>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/>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 1 - Analyze and Describe - A successful student will be able to analyze and describe specific works of art with reference to their social, political, and theological context. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 01/04/2010</p> <p><b>End Date:</b> 03/23/2010</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Midterm essay or term paper. The student should be able to use the skills/techniques/strategies learnt in class to analyze selected works of art from the period ca. 600 - 1550 to expose meaning.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>11/03/2014 - The Art 2BH students were very successful in 2014 with all students who finished the course passing with a B or above. The average exam grade was 88% with nearly every student earning 13/16 or above for their exam essays. Paradoxically, the papers were not quite as consistent as the papers in the 2012 class with the average grade of 58/70 on their papers. This is still a B, but I do feel there is room for improvement and honors students should be earning higher grades on average.</p> <p><b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This SLO</p>	<p>11/03/2014 - This SLO was met by the in-class essays, but the term papers fell a little short. I have required students to submit paper abstracts which has produced much better Works Cited sections and the formatting (MLA) has improved. While the average grade for the honors section was higher than the traditional 2B sections, I do feel I need to expand the paper writing-seminar options for the honors class. I'll see if these changes improve results in the 2016 class.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>requires the student to research a given topic (from a broad range of options) and critically assess their topic based on social, political, and cultural factors. The short exam essays require the same analysis.</p> <p>09/10/2012 - 34 students completed Art 2BH in the spring of 2012. The average grade from the midterms was 64/70 (A) and the term paper 59/70. Despite the lower average for the term paper, the grades reflect problems with the quality of research rather than the actual critical responses to the primary and secondary source material.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand the connection between the things we make and the cultural influences that shape those objects; these influences are derived from religious, political, and cultural norms.</p>	<p>09/10/2012 - The quality of writing and analysis in the 2012 Art 2BH was quite good. Students responded well to the course content and wrote thoughtful essay responses in their exams. I will teach this course again in 2014 and will increase the primary source reading as the students seem more than capable of synthesizing more complex sources.</p> <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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</p>	<p>10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).</p> <hr/>



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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>question: Please discuss the fusion of non-Christian and Christian culture in the 400 years following the fall of the Roman Empire. Perhaps think of book production or decorative sculpture. This question required the student to comment on Germanic and Celtic influences on Early Christian art. 15 students chose to answer this question and the average grade was 12/16. Students wrote solid responses, but often failed to provide cogent examples to support their general narrative. Average essay grades improved on the second exam.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).</p>	<p>09/10/2012 - I have no plans to change my approach to this SLO as it is well supported by the lecture content, text, lab discussion, and assigned films. I will assess this SLO again in 2014.</p> <hr/>
		<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). <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to understand how cultures combine</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/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		to produce a new culture (Celtic and Germanic = Medieval English culture, etc.).	
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1</p> <p>- Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and consumption of art. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 04/11/2011</p> <p><b>End Date:</b> 06/28/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change.</p> <p>This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</p>	<p>11/21/2015 - This SLO featured in both the F2F and Online sections of Art 2C in 2014/15. The online section prompt (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the Industrial Age and also dealing with the social and economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.) was answered by 14 students and the average grade was 8/10. The F2F section prompt for the term paper (2. Develop a definition for the term Romanticism. Specifically, try and come to terms with a specific artistic manifestation of this tumultuous era.) required the students to look at the Romantic movement and contextualize this sensibility to the realities of industrial development. Five students responded to this prompt and the average paper grade was 59/70 (B).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in</p>	<p>11/21/2015 - Although this SLO was generally successful in 2014/15, the term papers were a little weak. The required abstracts should have improved the quality of the papers. With this in mind, we will spend more time supporting this SLO in the lectures and online Module content.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the form of a critical essay or a more-developed term paper.</p> <p>11/04/2014 - This topic was addressed by one of the lab/seminar groups (2.The artistic response to the Industrial Revolution) and in the online section as an assignment question (2. Discuss the impact of the Industrial Revolution on nineteenth-century art. Perhaps look at the industrial architecture of Paxton, the photographic process, or the themes of the Realists. How were artists embracing the Industrial Age and also dealing with the social and economic changes wrought by industrial production? You could also look at those who rejected industrial development (the Pre-Raphaelites) as well.). The students did an excellent job with the assignment question and were able to bring together the social, political, and technological developments that lead to the Industrial Revolution and were also able to provide an involved analysis of the artistic response to this period.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to provide an analytical discussion of social, political, and technological developments during the Industrial Revolution and place the art of that period within the context of this most tumultuous of eras.</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/>
		<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</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,</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>production. All three received a B or above. This theme was featured in the Lab/Seminar and the group received a 27/30 for their seminar grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is changing our lives in the same way that the Industrial Revolution changed the eighteenth and nineteenth centuries. If we understand the past, we are better equipped to deal with the present, hopefully because we understand the mistakes and results from past actions.</p>	<p>however, students have responded well to this theme in the past.</p> <hr/>
		<p>09/12/2012 - Two students featured this theme in their term papers in 2012. Both received above 60/70 on their term papers. In both cases they did an good job looking at the impact of industrial development on the production of art (commercially produced paints, etc.) and the themes in early nineteenth-century art (poverty, dislocation, wealth).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's. We are currently living through the Information Revolution which is</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/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>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.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2010-2011  <b>Resource Request:</b>  None at this time.  <b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers social, technological, and political development.</p>	<p>09/12/2012 - I feel this SLO was well supported by the lecture content in the 2011 class. The results were good and the course content supported the students' learning.</p> <hr/>
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include 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>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>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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Students must interpret and discuss complex theological issues and assess how political and economic changes combined with new economies and knowledge shaped this tumultuous period.</p>	
		<p>11/04/2014 - This SLO featured in the first midterm and as a seminar topic in the F2F section (1.How was art a "weapon" in the hands of the Counter-Reformation Popes? - Seminar- 5.Baroque architecture and Galileo, Magellan, and Newton) and as an short paper prompt in the online section. Of the 48 students who took the first midterm in the F2F class, seven addressed this topic and the average grade was 12/16.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The SLO 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</p>	<p>11/04/2014 - This SLO will be featured as an optional term paper question in 2014/2015.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>discovery and Enlightenment science; both these factors helped create a 'world in flux.'</p> <p>12/01/2013 - This SLO is a key theme on the first midterm and was again featured as a possible Term Paper topic. Of the 39 students who took the first midterm, five responded to the question related to this theme and four received 12/16 or above. Five students addressed this theme in their term papers and all five received 58/70 or above.</p> <p>The online section also featured this SLO theme and the papers were generally successful, although, as noted in a previous reflection, I do feel I need to further address research techniques in the course modules.</p> <p>I feel the course does a good job addressing this SLO and do not intend to alter the COR.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p> <p><b>GE/IL-SLO Reflection:</b> 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</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>culture because of new perceptions of time/space, geography, and faith.</p> <p>09/12/2012 - This SLO featured on both the first exam and the term paper as an optional question.</p> <p>1. How was art a weapon in the hands of the Counter-Reformation Popes?</p> <p>Eight students opted to answer this question on the first exam and all scored 12/16 or higher. Three students addressed this question on their term papers and only one received a score of 60/70 or higher. The reason did not relate to the handling of the subject matter, but had more to do with the quality of the sources, research techniques, and preparation.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it covers religious development, scientific advancement, and changes in European culture because of new perceptions of time/space, geography, and faith.</p>	<p>09/12/2012 - I feel the problems in the essay-writing will be addressed by a required essay-writing lab/seminar which will be introduced to all my classes this year (2012/2013).</p> <p>The SLO is supported by the lecture content and text as well as the lab discussion sessions and ancillary readings.</p> <hr/>
		<p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70 or above. All seven exam essay responses received 12/16 or above.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p>	<p>09/12/2012 - 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
		<p><b>GE/IL-SLO Reflection:</b>  This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the Counter Reformation changed the way Roman Catholics thought about their faith and added energy to Catholic countries' efforts to spread their faith around the globe. The ramifications of this 'colonial' expansion are still very much being debated in the colonized countries to this day.</p>	
	<p><b>Assessment Method:</b>  As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p><b>Assessment Method Type:</b>  Research Paper</p> <p><b>Target:</b>  A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>		
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	<p><b>Assessment Method:</b>  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</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</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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and name the major art historical periods from the 16th to the 19th century. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 04/05/2010</p> <p><b>End Date:</b> 06/22/2010</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> The student will be able to correctly identify and name 8/10 works of art from the period 1600 - 1880.</p>	<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to be able to identify the material culture from many different countries over the course of four centuries.</p>	<p>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> <hr/>
<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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 04/04/2011</p> <p><b>End Date:</b> 06/21/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the student to synthesize a variety of societal</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> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		influences (economic, political, and social) to understand one of the pivotal periods in world history.	
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC &amp; NATIVE AMERICAN</p> <p>ART - 1 - Identify and Analyze - A successful student will be able to identify and analyze within their socio-historical contexts a variety of art objects and related traditions from Africa (e.g., Nigeria, Ghana, Mali, etc.), Oceania (e.g., New Guinea, Hawaii, Rapa Nui, etc.) and Native North America (e.g., Pueblo, Inuit, Northwest Coast, etc.) (Created By Department - Art (ART))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC &amp; NATIVE AMERICAN</p> <p>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><b>Course-Level SLO Status:</b> 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</p>	<p><b>Assessment Method:</b> Successful students will participate in class discussions by responding to a series of questions based on weekly readings and lessons.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b></p>	<p>11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b></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>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ART)) <b>Start Date:</b> 09/04/2012 <b>Course-Level SLO Status:</b> Active	80% of students will post on 1-2 discussion topics per lesson, as well as responding to other student postings.	None at this time. <b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.	
		04/20/2014 - Student posts in discussions have increased in content, with 75-80% of students posting responses to lesson questions and/or replies to other student posts a minimum of one to two times weekly. Art 2E tends to attract women's studies majors as well as art/art history majors and topics on gender and art are, for the most part, embraced and discussed with passion and insight. Class discussions remain a successful means of evaluating student participation. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014	04/20/2014 - I have posted more announcements to the effect that student participation in discussions is required and this seems to have generated more posts from students. I will continue the assessment method and the announcements reminding students that active participation in discussions is required.
		09/12/2013 - Over 80% of students participated in class discussions by responding to a minimum of 1-2 questions (weekly) based on readings and lectures. Students in Art 2E are generally highly interested in the subject of women artists and participation in class discussions is active and ongoing. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	09/12/2013 - I will continue to require participation in class discussions as a valuable means of evaluating students in this class.
		09/04/2012 - Over 80% of students participated in discussions by posting responses to lesson questions and replies to other student postings on a weekly basis. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b>	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.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>none</p> <p><b>GE/IL-SLO Reflection:</b> Participation in online discussions is critical in promoting understanding of the history of women in art. These discussions also create class cohesion and ongoing dialogue about the material covered in text and lessons.</p>	
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 2 - Analyze - A successful student will be able to analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1-3 page (weekly) essay on questions about women artists, their role in society at different historical periods, and their specific artworks.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 75-80% of students will receive a grade of 8 or higher on a 10 point scale.</p>	<p>11/21/2015 - The full-time faculty member who taught this course retired in 2014. We will assess this SLO in 2015/16.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.</p> <p>04/20/2014 - 83% of students earned grades of 8 or higher (out of 10 points) on weekly essays based on questions regarding the history of women artists. These weekly assessments show that students are able to synthesize material on the role of women artists throughout history from text, lessons, and discussions in written form. Art 2E presents most material in a chronological time frame and I have noticed that essays questions on contemporary women artists seem to generate the most subjective comments, while simultaneously showing a historical perspective gained from the study of earlier periods in art history.</p> <p><b>Result:</b> Target Met</p>	<p>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> <p>04/20/2014 - This assessment is an overall success and I will continue to utilize this method of analyzing student work.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Year This Assessment Occurred:</b> 2013-2014	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	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.
		09/04/2012 - 79.4% of students earned a score of 8 or higher on weekly essays on women artists. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> I will continue using weekly essay assignments as a means to evaluate student learning as the assignments have been successful thus far.	09/04/2012 - I will continue to use the weekly essays to assess student learning and I will continue to provide written feedback to assist students in writing successful essays.
Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART))  <b>Start Date:</b> 01/03/2011 <b>End Date:</b> 03/22/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures.  1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.  <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b>	11/21/2015 - The second exam has a short essay prompt (1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.) that directly supports this SLO. All 18 students who took the first midterm could identify at least four attributes/symbols in the image they were shown for this prompt. This SLO was also featured in the online section (1. Please describe a typical sculpted image of the Buddha from the Gupta period. Mention at least four important features of his anatomy (or symbolic gestures) and explain why the image looks the way it does. You might want to start with the statues on page 112.) and of the 10 students who chose to respond to this question all were able to identify at least four	11/21/2015 - This SLO will be revised in 2016 by the new instructor who will be teaching the course.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>There are at least 10 possible attributes/aspects of the Buddha's appearance that could be discussed. A student who can identify and analyze at least four attributes will receive 10/10 and the points scale will vary from there depending on the quality of the identification and analysis.</p>	<p>attributes of the Buddha.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric.</p>	
		<p>11/05/2014 - This SLO is dealt with on the first midterm. Of the 32 students who took the midterm, 29 successfully recognized at least four of the symbolic attributes of the Buddha in art.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> None at this time <b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students have to be familiar with the art and symbolism of another culture and be able to analyze the symbols in a short essay.</p>	<p>11/05/2014 - I will continue to include this SLO-question for the 2014/15 class, but might expand the exam prompt for the 2015/16 course.</p> <hr/>
		<p>12/01/2013 - 26 students took the second midterm and seven opted to answer the essay question dealing with this SLO (1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.). All seven students were able to identify at least four attributes of the Buddha.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	<p>12/01/2013 - As noted in my last reflection, I do feel the course content adequately supports this SLO. I have added more supporting material from Films on Demand and one of the scheduled Lab Discussions dealt with the SLO theme as well.</p> <hr/>



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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 2 - Bibliography - A successful student will be able to demonstrate the ability to assemble a suitable bibliography to support the required research paper. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 01/03/2011</p> <p><b>End Date:</b> 03/22/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The assignment directions for the Art 12 paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Students must earn a 4/5 or better as per the paper assignment rubric.</p>	<p>11/21/2015 - The results for both the online and F2F papers in 2015 were not as good as wished. The average grade for the online course was 78% and F2F 76%. The main reason for this was that only 21 of 29 online students submitted papers and only 15 of 18 F2F students. For those who did submit papers the average grading on the rubric was 3.5/5 for the bibliography.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO supports the good research and critical writing skills necessary for success in all courses and the workforce in the 21st century.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO supports the good research and critical writing skills necessary for success in all courses and the workforce in the 21st century.</p> <p>11/05/2014 - I gave the students the opportunity to submit a paper abstract three weeks before the actual paper was due. 26 students submitted an abstract, complete with a selected bibliography and they supplied the minimum number of primary and secondary sources and mostly (a few</p>	<p>11/21/2015 - Evidently, we need to spend more time helping students with their essay research and preparation in this course. All students have to attend a library orientation and a paper-writing seminar and submit an essay abstract, but the students who did not eventually submit term papers did change the overall class results. Most students did actually submit good research papers with appropriate sources, so we will have to make sure to emphasize this theme in 2016. The new full-time instructor who will be teaching this course in 2016 will revisit this SLO.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>exceptions) used the correct MLA format.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at This time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. The students are required to read widely, assemble an appropriate bibliography/works cited list of primary and secondary sources to support their term papers.</p>	
		<p>12/01/2013 - 22 students wrote a research paper in the Winter 2013 section of Art 2F. 20 earned a 'C' or above. I spent more time preparing the students for the paper and I feel this was time well spent as the average paper was much improved over the last assessment in 2011. However, there is till room for improvement.</p> <p>In the Spring online section, all 17 students received a C or above on their Short Papers.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</p>	<p>12/01/2013 - As noted in other assessments, the Optional Paper Writing Seminar will become a mandatory part of the Lab section of the course, however, more students attended the optional seminars in 2013 and I feel this partially accounts for the improved results on the papers. I will also add a Paper Writing Module in the online section.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p> <p>10/14/2011 - This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the student is required to be able to conduct research for a college-level research paper using appropriate peer-reviewed primary and secondary sources.</p>	<p>09/12/2012 - This course was not taught in 2012, however, I have introduced paper-writing seminars in all my courses. There has been a modest improvement in the quality of the papers (bibliographies, etc.). I will make this seminar a required lab session for winter 2013.</p> <hr/> <p>10/14/2011 - I have an optional paper-writing seminar that I will make a required part of the scheduled lab hours. This will ensure that all students participate. This is a practical seminar on assembling bibliographies and I show the students 'good' and 'weak' papers and we discuss how and why the 'good' papers are successful on a variety of levels.</p> <hr/>
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 1 - Periods - A successful student will be able to recognize and name the major periods in Islamic culture (e.g. Umayyad, Ottoman, etc.) based on stylistic attributes as well as specific thematic indicators. (Created By Department - Art (ART))</p>	<p><b>Assessment Method:</b> The assessment strategy in this case will require the student to look at selected works of art and identify them according to culture/period. In this case, I will use multiple-choice questions mainly because we cover so much ground for each exam. The following is a typical question ( A is correct).</p>	<p>10/14/2011 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that it would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series.</p> <p>With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the</p>	<p>09/12/2012 - I have not taught this class since 2010, however, it seems the lecture content, lab discussions, and text support this SLO. Based on the positive results, I do not see the need to change anything at this point.</p> <hr/>

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 04/05/2010 <b>End Date:</b> 06/22/2010 <b>Course-Level SLO Status:</b> Active	midterm #2.  3. How did/do the Sufis express themselves and their understanding of Allah? <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> Students should receive at least a 7/10 on the exam/essay question that addresses this question.	<b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because Sufi belief is constantly discussed in the news as tensions in the Islamic world mount. Our students need to understand the complexities of religious belief as they affect them on a daily basis and this SLO specifically supports knowledge of an important mystical (and relatively forward-thinking) sect of Islam.	10/14/2011 - This SLO as written is an important learning outcome for this course. I do not intend to change it, although I will spend more time with primary source material to further investigate Sufism with the students. Identify more primary sources (poetry) and write an expanded discussion of Sufi art and culture into the curriculum. Given the importance of Sufis today as moderate Muslims, it will also help the students make sense of the news they hear every day, especially from Pakistan, where the Sufis are being attacked and murdered by radical the Taliban, etc.
Department - Art (ART) - ART 2J - AMERICAN ART - 1 - Social History - Utilizing "social history" as a methodological approach to the study of American art, successful students will identify and assess the significant artistic contributions of a variety of culturally distinct groups (e.g., Native American, European American, African American, Chicano/Latino, and Asian American) in the development of American art from prehistory to the present. (Created By Department - Art (ART)) <b>Start Date:</b> 09/01/2012 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 1-3 page weekly essay using social history to analyze and interpret works of art by American artists from a variety of culturally distinct groups, produced over a period of time from prehistory to the present. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% of students will receive a score of 8 or higher on the 10 point scale.	11/30/2015 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Essay questions on American art are based on weekly assigned readings on the subject in text and lessons. Understanding and critical thinking regarding the use social history in analyzing artworks is a critical component of current art history and these written assessments were created based on this methodological approach to the study of art history. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>Resource Request:</b> None at this time.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in the form of a critical essay.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments and assess these themes in the form of a critical essay.</p>	
		<p>04/20/2014 - 80% or more Art 2J students earn scores of 8 or higher (out of 10 points possible) on 1-3 page weekly essay assignments, which require the use of social history in analyzing and interpreting American art. Course material is presented chronologically and thematically and student engagement with the subject of multicultural American art throughout history is apparent in these essays based on questions derived from weekly assigned readings in text and lessons. Mastery of the use of social history in analyzing artworks is a critical component of art history today and these assessments were created with this particular methodological approach in mind.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>04/20/2014 - Weekly essay assignments are a useful means for determining student learning and I will continue to use this method of assessment in Art 2J.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>09/12/2013 - 80% of Art 2J students received a score of 8 or higher on weekly essays using social history as a means of identifying and assessing the artistic contributions of a variety of culturally distinct groups in America.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	<p>09/12/2013 - I plan to continue using this assessment method as it allows successful evaluation of student learning.</p> <hr/>
<p>Department - Art (ART) - ART 2J - AMERICAN ART - 2 - Movements - A successful student will be able to identify and discuss a variety of defining art historical (and cultural) movements (e.g., Harlem Renaissance, Photo-Secession, etc.) and styles (e.g., Postmodern, Abstract Expressionist, etc.) in the formation and development of American art. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 1-3 page weekly essay analyzing and interpreting works of art in a variety of styles/periods in American art.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 80% of students will receive a grade of 8 or higher on the 10 point scale.</p>	<p>11/30/2015 - Over 80% of Art 2J students succeed in earning scores of 8 or higher (out of a total of 10 possible points) for weekly essays, which display understanding and analysis of a variety of movements and styles in the history of American art. Throughout the quarter, student assessments show a progressively better comprehension of past styles (e.g., Colonial or New England architectural styles) and the ways that they inform more recent styles, such as post-Modernist architectural styles. Analysis of historical styles/movements in these weekly essays promotes a more in-depth of artworks produced over a period of time in America.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a truly multi-disciplinary theme and requires students to look at social, economic, cultural, and technological developments.</p>	



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>04/20/2014 - Over 80% of Art 2J students succeed in earning scores of 8 or higher on a 10 point scale for weekly essays, which include analysis and interpretation of a variety of movements and styles in the history of American art. As the quarter progresses, I have noticed that students are increasingly able to effectively refer to past styles (e.g., Colonial or New England architectural styles), providing a context for more contemporary styles, such as post-modernism in American architecture. Thus, identifying and considering historical styles/movements in these weekly essays allows for more meaningful interpretations of artworks produced over a period of time in America.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	<p>04/20/2014 - Given the evidence that this assessment succeeds in student learning in Art 2J, I plan to continue using this method of assessment.</p> <hr/>
		<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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> none <b>GE/IL-SLO Reflection:</b> Use of social history as a method for understanding the diverse arts (as well as</p>	<p>09/04/2012 - I will continue using weekly essays as a means of evaluating student learning.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>styles and movements of art) produced in America is important in the development of critical thinking and other skills.</p>	
<p>Department - Art (ART) - ART 3 - MODERN ART &amp; CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-century culture. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 12/12/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay questions and term papers.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.</p>	<p>11/21/2015 - Of the 32 students who completed the course, the majority were able to satisfy this SLO on the first and second exams. The essay responses averaged 12/16 and six term papers also addressed this SLO. The average grade was 61/70 (B) for students who looked at Cubism and Surrealism in their paper topics. The essays were graded on both the quality of the sources and the development of the critical narrative. Students were able to place these movements with the context of the major developments in modern science (psychology, physics, etc.) and culture.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This Slo is a rather difficult one to assess as there is so much for the student to master, however, the course focuses on the social context of modern art and constantly interposes the scientific, cultural, and economic changes of the twentieth century with the development of modern art.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. This SLO is a rather difficult one to assess as there is so much for the student to master,</p>	<p>11/21/2015 - We will revisit this SLO in 2015/16 with input from our new art history colleague who is teaching Art 3 this year.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. All these essay questions require critical analysis, a comprehensive knowledge of history, and a broad range of knowledge about the social factors influencing the production of art over the last 140 years.</p>	<p>11/05/2014 - I have no plans to change my approach to essay questions, however, I do want to spend more time helping students craft successful responses.</p> <hr/>
		<p>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</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</p>

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		<p>(average 12/16) and I feel the course content continues to support this SLO.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> None at this point. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>this outcome.</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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>Resource Request:</b> None at this time. <b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</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>Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because the development of Cubism involved new science (physics), influence from new cultures to the West (Africa, Papua-New Guinea, etc.), and new ideas about the purpose of art. This reflects changing attitudes in western society.</p>	<p>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><b>Result:</b></p>	<p>10/14/2011 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).</p>
<p>Department - Art (ART) - ART 3 - MODERN ART &amp; CONTEMPORARY THOUGHT - 2 - Rationale - A successful student will be able to develop a rationale for Pop Art using a methodology focusing on social and economic changes in twentieth-century America. (Created By Department - Art (ART))</p> <p><b>Start Date:</b> 09/20/2010</p> <p><b>End Date:</b> 12/14/2010</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. The student is required to come to terms with the diversity of cultures present in twentieth-century America and look at how our consumer culture and economic diversity is reflected in popular culture.</p>	<p>11/21/2015 - 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>
		<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</p>	<p>11/05/2014 - This SLO seems to be well supported by the course content and supporting materials and I will include this theme on the</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students who took the final chose you address this question. The average essay grade was 13/16.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Students are asked to discuss economic growth, consumer culture, the media, and the main themes of the 1960s (Civil Rights, Vietnam, etc.) as these ideas were expressed in Pop Art.</p>	<p>2014 final exam.</p> <hr/>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this point.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the students to analyze changes in modern culture because of mass consumption and the mass media and synthesize these developments to understand Pop Art.</p>	<p>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</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</p>

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		<p>Gets to Call it Art?"). Six students answered the following question for their term paper (3. Please consider Dada and Pop Art and discuss their similarities and differences.) Five of the six earned a 60/70 or better and the one student who did not meet the standard mainly had issues with essay organization and his bibliography. I feel the extra film content supported the lecture content and assigned reading.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> I will see if we can add more specific content to Films on Demand.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility ILO's because it requires the 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>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/>
		<p>10/14/2011 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects. All essays addressing this subject received a 12 or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO supports the Communication,</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> <hr/>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing.</p> <p><b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> Demonstrated correct use of multiple tonal values in a charcoal drawing exercise</p>	<p>09/01/2016 - 85% of the students used the the 5 light and shadow system to create successful chiaroscuro drawings online and on campus.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p> <p>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.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Students were able to view great works of</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>art that use value and shading from representational drawings.</p> <p>08/05/2014 - Students were able to achieve multiple tonal values in various charcoal drawing exercises in the online and on campus classes. Students worked from observation in all of the drawing sections. Students improved skills drawing cast shadows.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Funds for poster shadow and light diagrams</p> <p><b>Resource Request:</b> Funds for poster shadow and light diagrams</p> <p><b>Resource Request:</b> Funds for poster shadow and light diagrams</p> <p><b>GE/IL-SLO Reflection:</b> Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p><b>GE/IL-SLO Reflection:</b> Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p> <p><b>GE/IL-SLO Reflection:</b> Students are looking at great works of drawings that demonstrate an awareness to light and shadows.</p>	<p>08/05/2014 - Give students visual and written rubrics to encourage the standards of quality of drawing cast shadows and rendering shadows and light.</p> <hr/>
		<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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> More funding for lights.</p> <p><b>GE/IL-SLO Reflection:</b> 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 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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>
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	<b>Assessment Method:</b> Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.	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	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>class drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target:</b> 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>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/17/2011 - The plan is to have students have more practice writing in the design class. Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more reasoned judgements in class critiques and class discussions.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			Students will include more drawing vocabulary in all discussions.
	<p><b>Assessment Method:</b> Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> 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>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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> Funds for videos of great works of drawings</p> <p><b>GE/IL-SLO Reflection:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 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</p>	<p>08/05/2014 - Give students written rubrics to encourage the standards of quality in class discussions.</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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>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><b>Assessment Method:</b> Students will submit a portfolio of drawings for review by the instructor. Instructors will evaluate the student portfolio work based on his/her understanding of the principles and elements of design, technical mastery and expressive content.</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target:</b> Students will be able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p>	<p>08/05/2014 - Students were able to create a portfolio of beginning level drawings that demonstrate an understanding of the principles and elements of design, technical mastery and expressive content.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</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> <p><b>Assessment Cycles:</b> End of Academic Year</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Course-Level SLO Status:</b> Active 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016 <b>Course-Level SLO Status:</b> Active Department - Art (ART) - ART 71A - INDUSTRIAL DESIGN FOUNDATIONS I - Portfolio Demonstration - Students will be able to collect, archive, edit, and produce a portfolio of three dimensional Industrial Design work. (Created By Department - Art (ART)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Art (ART) - ART 71B - INDUSTRIAL DESIGN FOUNDATIONS II - Digital Computer aided Three Dimensional Design - Students will be able to develop the design process of three dimensional design using digital computer-aided design tools. (Created By Department - Art (ART)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016 <b>Course-Level SLO Status:</b> 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016 <b>Course-Level SLO Status:</b> 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))			



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016 <b>Course-Level SLO Status:</b> 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)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 07/01/2015 <b>End Date:</b> 07/01/2016 <b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will assess the impact of Roman civilization and analyze its impact on world history. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 80% of students will successfully complete the research paper.	01/09/2017 - Students were required to write a research paper on a piece of Roman art, architecture, or literature and analyze its influence and impact in both Rome and beyond. Of the 38 students who attempted the paper, 36 received a passing grade; one failed due to plagiarism, and one received a grade below passing because the paper was submitted so late. This topic bridges the gap between humanities and history and will be further refined in future classes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/IL-SLO Reflection:</b> Critical analysis, global consciousness of the world outside of Rome, and composition are all addressed in this particular topic.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>01/09/2017 - For Kristy Holland (part time faculty): An essay question on the final exam included the question of the themes of Roman history and their impacts on the larger ancient world. Of the 30 students who attempted the exam, 24 successfully answered the question.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/IL-SLO Reflection:</b> Critical Analysis.</p>	
		<p>04/13/2016 - Students were required to research and write an analysis of the impact of Roman culture through the examination of a piece of art, architecture, or literature from the period. Papers varied from works in Christianity (such as the Gospels) to architecture (the Pantheon). Of the 37 students enrolled in the class, 33 of them submitted papers that received a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Researching the topic and writing the paper demonstrated both critical analysis and communication skills.</p>	
		<p>01/13/2015 - Students were required to construct an analytical biography on a figure other than Augustus who played an essential role in politics, law, religion, or culture in the Roman Empire. The figure could be from any geographical area that was under Roman control or influence (including the Byzantine Empire). Students wrote on a range of topics (politics, culture, arts, etc), with 32 of the 36 students who submitted the paper receiving a passing grade. (89%)</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Analytical biography requires both written communication and analysis skills.</p>	
		<p>01/16/2013 - Research paper was assigned, focused on Roman civilization and its influence and impact on Europe and the Mediterranean World. Of 34 submissions, 31 were passing (C or above) grades; two were Ds or lower, and one was plagiarized. With the plagiarized paper included, the success rate was 91%; removing that paper raised the success rate to 94%. Papers were on a variety of geographic, political, and cultural topics, and covered the range from 200 BCE to the rule of Justinian over the Byzantine Empire in the 6th century CE.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>07/05/2012 - Students completed assignment on Roman influence through history. 28/32 students = 88% of students completed the assignment successfully.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking/communication</p>	
Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the reach, significance and impact of individuals on the course of history - in	<p><b>Assessment Method:</b> Students will write an analytical biography of one of the major figures in ancient world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p>	<p>01/09/2017 - Students were asked to complete an essay on their final exam regarding Augustus and his influence over both Rome and the world as a whole during the ancient period of Western Civilization. Of the 40 students who attempted the topic, 36 successfully completed the exam. This</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target:</b> 80% of students will successfully complete the assignment.</p>	<p>topic may be changed in forthcoming quarters to examine the role of someone outside of Rome, such as Cleopatra VII.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis and composition are both requirements of this essay and the successful student was able to analyze the role of Augustus and compose an articulate and well crafted essay.</p>	
		<p>04/13/2016 - Students were required to write an analytical biography of a figure in pre-Roman history, excluding Alexander the Great. Topics ranged from artists such as Sappho to figures in political and military history. Of the 39 students in the course, 32 of them submitted a paper that received a passing grade. The target was not met due to several episodes of plagiarism.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Because of the open ended nature of this particular assignment, students were expected to use critical analysis to not only determine who they would write about, but then to analyze the life of that person.</p>	
		<p>01/13/2015 - Students were required to choose a piece of art, architecture, or literature that, in your opinion, had a significant impact in pre-Roman times. The paper structure included a brief (2-3 pages) biography of the individual responsible for the piece of art, architecture, or literature, a description (2-3 pages) of the piece of art, architecture, or literature, and an analysis (3-5 pages) of the significance of the piece of art, architecture, or literature, and its creator, both in</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the pre-Roman period and beyond. Of the 43 students who submitted a paper, 41 received a passing grade (95%)</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Analytical biography and analysis of work of art or literature requires both written communication and critical analysis skills.</p>	
		<p>01/16/2013 - Students were required to write a paper analyzing the impact of a figure from Greek, Persian, or Egyptian life, and to demonstrate the individual's significance historically, both within their own time period and subsequently. Of the 37 students enrolled at the time of the assignment, 35 submitted papers, and 34 of those received a grade of C or higher. Topics included a diversity of ancient world figures, such as Socrates, Ramses II, and Darius. Success rate was 92%</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Students focused on areas within communication and analytical thinking in order to successfully complete this assignment.</p>	
		<p>07/05/2012 - Students were assigned an analytical biography of a figure from the ancient world prior to 200 CE. Topics ranged from Hammurabi to Ramses II to Xerxes and Pericles, in fields including art, literature, and politics. 33/38 (86%) of students successfully completed the assignment with a grade of C or better.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	<p>07/05/2012 - Several students were only able to pass this assignment because they were allowed to rewrite their first attempt; early intervention with students struggling with language skills might help improve these numbers.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of Western Civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a movement in Europe between 1300-1600.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to write a paper analyzing the impact of a piece of art, architecture, or writing from the Renaissance. Topics had to exclude the Mona Lisa. of the 42 students who were enrolled, 36 submitted papers that received passing grades, on topics varying from Michelangelo's David to Christine de Pizan's City of Ladies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis and communication skills were both necessary, as well as global consciousness.</p> <p>04/20/2015 - Due to this course being offered so frequently, the research paper topics have to change with greater frequency. In Winter 2015, students were required to write an 7-10 page analytical biography of an individual who impacted the Renaissance in some manner. It could be a religious, artistic, or political figure. Of the 30 students who completed the paper, 25 (83%) received a grade of C or higher; two of those who received grades below a C did so because their papers were submitted so late.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This topic required greater analysis than previous biographies, as certain figures (Shakespeare and Michelangelo) were not</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>allowed; as such, students had to engage in more in-depth research and focus their attentions on less commonly known figures.</p> <hr/> <p>07/11/2014 - Students were asked to examine the role of Renaissance art, architecture, and literature in Europe in this time period. Analysis consisted of a short biography of the individual(s) responsible for the creation of this piece, a brief description of the piece itself, and an analysis of its significance, role, and impact on both the time period and on Europe as a whole. Subjects included the Sistene Chapel, Michelangelo's David, and the Duomo in Firenze. Of the 47 students enrolled in the course, 42 (90%) successfully completed the assessment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> A strong assessment of critical thinking skills.</p> <hr/> <p>04/01/2013 - Students completed a paper on the rise of Russia from an Eastern plenipotentiary to a Western focused entity, with an emphasis on the 16th and 17th centuries. Of the students who submitted the paper on time, 30/36 (83%) successfully completed the assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This paper allows students to develop critical analysis of the reasons for the change.</p> <hr/> <p>07/05/2012 - Students completed analysis of the role of the Renaissance in European life in a research paper. 35/42 (83%) successfully completed the assignment.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met  <b>Year This Assessment Occurred:</b>  2011-2012  <b>GE/IL-SLO Reflection:</b>  Communication and critical/analytical thinking.</p>	
		<p>04/12/2012 - Assigned topic on the Renaissance/Reformation period saw 86% of students complete assignment with a grade of C or higher. All papers receiving a passing grade demonstrated analysis of the major themes of the period.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2011-2012  <b>Resource Request:</b>  None  <b>GE/IL-SLO Reflection:</b>  Analysis remains the core component of writing assignments.</p>	
		<p>10/12/2011 - Students who completed the paper generally did well, ranging from As to Cs, with 83% of the class completing the paper with a passing grade. Most demonstrated critical analysis and the ability to synthesize the events from the period with the movement they were discussing.  <b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2010-2011</p>	
Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact - Recognize and assess the impact of individuals on the course of history in writing (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> 7-10 page research paper on a major figure in European history between 750-1300. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 80% of students will complete the paper with	04/13/2016 - Students were required to analyze a political or cultural figure in the Medieval Era, excluding Charlemagne. Of the 44 students enrolled in the course, 36 of them submitted a paper which received a passing grade. Papers ranged from Alcuin of York to El Cid. Two papers were plagiarized.	



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	a grade of C or higher.	<p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Critical analysis and communication were both demonstrated within the papers received.</p>	
		<p>04/20/2015 - As with the previous SLO, this assignment has been varied in order to ensure that plagiarism does not become rampant. As such, the assignment was to analyze a piece of art, literature, or architecture from this period, with a portion of the paper being a biography of the individual responsible and the majority being an analysis of the impact of this particular piece on European history. Of the 37 students who completed the assignment, 30 (83%) were successful; however, four of the seven students who failed submitted the paper too late to receive a passing grade. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> This particular assignment crosses into art history and other disciplines, and allows for a greater depth of research and critical analysis.</p>	
		<p>07/11/2014 - Students were required to choose an individual who impacted European politics or culture in this time period, write a brief biography of the individual, and analyze his or her significance both within the time period and beyond. Choices included Dante, Giotto, Alcuin of York, and Eleanor of Aquitaine, among others. Of the 49 students enrolled in the course, 46 (92%) completed the assignment, with 44 (88%) successfully completing the assessment. This assignment will be significantly altered in the next</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>year, as the topic has grown a bit stale.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> Solid analysis of critical thinking skills.</p>	
		<p>04/01/2013 - Students completed a paper on individuals within the Dark Ages through the early years of the Renaissance; topics included Genghis Khan, Alfred the Great, King Cnut, and others. Of the students who submitted the paper on time, 35 out of 40 (88%) successfully completed the assignment with a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> The assignment demonstrates both communication and critical analysis skills.</p>	
		<p>07/05/2012 - Students were assigned a paper on an individual within the allowed time frame; topics ranged from King Alfred to Eleanor of Aquitaine, and included significant diversity in terms of nationalities, gender, and position in society. 41/50 (82%) of students successfully completed the assignment with a grade of C or higher; 3 of those that did not never submitted a paper, and 2 others rewrote the paper to subsequently receive a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>04/12/2012 - Students successfully completed this paper at an 80% pass rate; those who failed to pass generally did not follow directions or</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>plagiarized. Analysis in successful papers as to the significance of the individual and his/her impact on society both contemporaneously and ongoing was strong.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking and analysis remains central to the core of the history course.</p>	
		<p>10/12/2011 - Students successfully completed this paper at an 85% pass rate. Most demonstrated critical thinking skills in analyzing the impact of the individual that they had chosen on the society as a whole.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 1 - Cause and Impact - The Student will be able to: Critically examine the necessary and sufficient causes of an historical event or development and its major impacts (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will research the topic of imperialism and its impacts in 19th and 20th century world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the research paper with a grade of C or higher.</p>	<p>07/08/2015 - Students were asked to write a paper regarding the influence of colonialism and its impact on both the colonized state and the imperial power. Out of the 17 students who completed the paper, all 17 received passing grades.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis played a key role here, as students had to trace the development of the imperial control and its significance.</p>	
	<p><b>Assessment Method:</b> Essay question on exam</p> <p><b>Assessment Method Type:</b></p>	<p>04/13/2016 - Students were asked to analyze the reasons for and impacts of the second wave of imperialism on their midterm. Of the 22 students</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Essay/Journal</p> <p><b>Target:</b></p> <p>80% of students will successfully answer the question.</p>	<p>who answered the question, 21 did so successfully.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2015-2016</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>Good analysis of the reasons for the 2nd wave required critical thinking/analysis skills.</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 2 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and/or patterns of a specific historical period in modern western civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method:</b></p> <p>7-10 page research paper analyzing the Russian Revolution.</p> <p><b>Assessment Method Type:</b></p> <p>Research Paper</p> <p><b>Target:</b></p> <p>80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were required to analyze the reasons for the Russian Revolution and its impacts not only on Russia but for the entirety of the world. Of the 18 students who chose to do this assignment, all 18 successfully completed it.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2015-2016</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>This assignment required not only critical analysis and communication skills, but also global consciousness to delve into the impacts of the Revolutions.</p> <p>07/08/2015 - Students researched a specific figure in the revolutionary period of the 20th century and analyzed his or her significance and impact on Europe as a whole. Of the 17 students who completed the paper, 16 (93%) received a grade of C or higher.</p> <p><b>Result:</b></p> <p>Target Met</p> <p><b>Year This Assessment Occurred:</b></p> <p>2014-2015</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>Use of critical analysis and composition.</p> <p>07/19/2013 - Students were required to complete a research paper focusing on the impact of the Russian Revolution on Russia and Europe. For</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>the purposes of the paper this year, the dates of the paper were expanded to include the 1905 Revolution through to the emergence of Stalin. With this more loose interpretation of dates, students engaged in far greater areas of research, including an interest in the roles of women and of propaganda. Of the 34 students who chose this as their topic, 32 of them successfully completed the paper. Extensive discussion of the topic prior to the due date, as well as suggested readings provided in advance, also contributed to the success rates, as did the providing of multiple copies of the instructions.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Paper topic required extensive research and critical analysis, thus resulting in critical thinking on the part of the student.</p> <p>10/12/2011 - 85% of students completed the paper; of those, all but three completed the paper with a grade of C or higher. Two of the failing papers were due to plagiarism. Students analyzed an aspect of the Russian Revolution and critically analyzed the results of that impact.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 3 - Causation and Individual Impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history and the accompanying causation issues (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a significant European figure in the 19th century. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/13/2016 - Students were assigned a research paper on a major piece of art, architecture, or literature in the 19th century. The Eiffel Tower was NOT excluded, and it proved to be the most popular topic. Of the 40 students who were enrolled in the class, 35 submitted a paper with a passing grade and therefore were successful.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Critical analysis and communication were the major GE/IL-SLO skills found in this assignment.	
		07/08/2015 - Students were required to identify a piece of art, architecture, or literature from the 19th century and analyze the impact of its creator and the piece of work itself on the genre. Of the 23 students who completed the assignment, 20 of them successfully did so. (87%) <b>Result:</b> Target Met	
		<b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> Critical analysis and composition.	
		07/19/2013 - Students completed an analytical research paper on an individual in 19th century European history. This year the paper topic was expanded to allow for an individual who had an impact on European life (such as Dorothea Dix), rather than just a European, and this seemed to spur on additional research interests. Of the 41 papers submitted, 38 of them received passing grades, more than meeting the required target. Having the students discuss their topics ahead of time, as well as providing multiple copies of the instructions (in the syllabus and on the rubric), also contributed to a high success rate. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> As an analytical assignment, this paper required critical thinking and analysis. <b>GE/IL-SLO Reflection:</b>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>As an analytical assignment, this paper required critical thinking and analysis.</p> <p>07/05/2012 - Students completed analytical biography on a figure (other than Queen Victoria or Napoleon) in 19th century Europe. Wide range of figures from politics, economics, the military, and culture. 39/46 (85%) of enrolled students successfully completed paper with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>10/12/2011 - 85% of students submitted a paper on a significant 19th century figure, with only 2% submitting a paper which did not meet the requirements as spelled out in the syllabus. Students did a strong job of assessing the significance of these individuals (from all areas of life and culture) and analyzing their influences over both their own countries and the entirety of Europe.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Movements and Ideologies - The Student will be able to: Analyze the development of the major political, social, and economic movements and ideologies of the 19th and 20th centuries, including their positive and negative impacts (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> Students will answer essay question analyzing the differences between fascism and communism and interpret the reasons that they were able to rise to power in the 20th century.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will successfully complete</p>	<p>07/08/2015 - Students were asked to analyze the elements of communism and fascism and to use that analysis to examine the reasons that men such as Stalin and Hitler were able to come to power. Of the 12 students who answered the question, 11 (91%) scored a C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	essay question with a grade of C or higher.	<b>GE/IL-SLO Reflection:</b> Use of critical analysis and composition both present in this assignment.  07/05/2012 - Final exam question required students to analyze differences between fascism and communism and to interpret why men such as Mussolini and Hitler came to power. 90% of students who chose to answer that question (18/20) completed the question with a grade of C or higher. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.	
	<b>Assessment Method:</b> Essay exam question <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% of students will successfully answer the question.	04/13/2016 - Students were asked to compare, contrast, and analyze the rise of fascism and communism in the 19th and 20th centuries on their final exams. Of the 26 students who chose this question, 25 successfully answered it. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016 <b>GE/IL-SLO Reflection:</b> Critical analysis is essential in answering this question, as is a global consciousness in bringing in states outside of Europe (China, Cuba, Chile) to fully understand the impacts of these systems.	
	Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 1 - - The Student will be able to: Using developed research findings on an assigned country or theme, students analyze and synthesize background, challenges, impact, and	<b>Assessment Method:</b> Students will compose a research paper analyzing specific countries or themes as assigned. <b>Assessment Method Type:</b> Research Paper <b>Target:</b>	08/23/2012 - Out of 23 students in the class, 21 successfully submitted the paper as assigned. -- 91% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
educated judgments. (Created By Department - History (HIST))	85% pass rate on submitted papers.	<b>GE/IL-SLO Reflection:</b> Communication and critical analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 2 - Challenges, themes and problems - The Student will be able to: Focusing on major analysis areas, students will be able to identify and critically assess the major challenges, themes and new problems in a specified region during a designated time period in writing (Created By Department - History (HIST))	<b>Assessment Method:</b> Students will assess the major challenges and themes of specific regions during specific time periods. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 85% of students will successfully complete assignment with a passing grade.	08/23/2012 - Of 23 enrolled students, 20 successfully presented themes and challenges through analysis -- 87% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 3 - Creating historical questions - The Student will be able to: Move from seeking answers to creating mature historical questions based on research and analysis in writing. (Created By Department - History (HIST))	<b>Assessment Method:</b> Students will analyze historical questions and formulate questions of their own, in writing. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 85% of students will successfully create historical questions.	08/23/2012 - Of 23 students enrolled, 22 were able to successfully create historical questions -- 96%. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - SLO 1 - Identification of premises and conclusions - Identify and distinguish the constituent parts of an argument (premises and conclusion) within a persuasive text or speech. (Created By Department - Philosophy (PHIL))	<b>Assessment Method:</b> Paper focused on arguments and non-arguments <b>Assessment Method Type:</b> Essay/Journal	12/14/2011 - My most important findings from the data were how many students, even those who had previous degrees, have difficulty at the beginning of the class being able to distinguish an argument from a non-argument, and being able to pick out the conclusion from the premises. Students did improve over the term, but in class exercises were more important to learning this than merely explaining the definitions. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	12/14/2011 - More time will be spent on assignments that engage students to find and identify arguments from newspapers, magazines, ads, web, etc. Continue focus on papers that engage students to be able to identify the argument in a passage, and then ask them to respond to the passage by presenting their own argument.
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - SLO 2 - Identification of common logical fallacies - Evaluate persuasive text or speech through the identification of common logical fallacies. (Created By Department - Philosophy (PHIL))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>01/25/2013 - The average score on the fallacies section on the final exam was around 73%. Taking out the lowest score (which was significantly lower than the rest of the batch – 20%), however, the average came out to about 78%.</p> <p>Students were strong in identifying fallacies of relevance, including ad hominem, appeal to pity, appeal to fear, appeal ignorance, and appeal to tradition. The fallacies that students had the most difficulty identifying were begging the question, straw man, and some inductive fallacies such as false cause. In addition, students often confused amphiboly with equivocation as well as composition with division.</p> <p>I would like to see improvement. In the future, I intend to spend more time covering the commonly missed fallacies. This includes offering more examples of passages that commit these fallacies. I also intend to assign more homework exercises that focus on identifying these fallacies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>12/14/2011 - Students, even those with degrees, had difficulty with fallacies in the beginning. There is a tendency for the students to not understand that informal fallacies are often generated by context. So, for example, after teaching students about statistical fallacies, students often want to assume that any argument that contains statistics must be fallacious. Continued work in this area does help students to begin to recognize that picking out fallacies requires thinking about the content presented.</p>	<p>12/14/2011 - Having students focus on explaining why an argument is fallacious as opposed to merely identifying name of the fallacy helps students focus on what is really wrong with the argument as opposed to just labeling the argument without comprehension.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - Identify argument - Determine if a given passage contains an argument (Created By Department - Philosophy (PHIL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 01/01/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students were given passages on the first exam and were required to determine whether the passage contained an argument. <b>Target:</b> Class average should be above 75% and would be preferably higher.	01/25/2013 - The average score on this portion of the first exam was 90 percent. Students showed that they could with regularity determine whether a short passage contained an argument. This included distinguishing arguments from explanations, illustrations, and mere opinions. Student performance remained strong even with the longer and more complex passages. These results were consistent with what was observed in the classroom. For the most part, during class discussion, students were very good at discerning whether a passage contained an argument.  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013	
Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - evaluate arguments for soundness or cogency. - Evaluate the soundness of a deductive argument and evaluate the cogency of an inductive argument. (Created By Department - Philosophy (PHIL)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 01/01/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are given short passages and asked to determine whether the argument was sound (for deductive arguments) or cogent (for inductive arguments). Students are given a 2-page article and were asked to determine whether the argument was cogent. <b>Target:</b> 75% or better of the class should be able to evaluate arguments as to cogency or soundness.	01/25/2013 - For the shorter passages on the first exam, students excelled at determining whether the argument in the passage was sound or cogent. The average score was roughly 92 percent. These results show that students had a solid grasp of the concepts of soundness and cogency. For the most part, in addition, they were able to give an explanation for their response. Again, these results were consistent with what was observed in the classroom. Students showed a proficiency on homework exercises and class discussion at discerning whether an argument was sound or cogent.  For the 2-page article on the final exam, however, students were less proficient. On this part of the	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>final exam, the average score was 85 percent. In my view, the lower score does not reflect a lack of understanding of the concepts of soundness and cogency. Rather, the lower score reflects a difficulty in completing the prior steps for determining the soundness or cogency of a lengthy argument that needs to be standardized in premise-conclusion form. Students faced difficulty in identifying subarguments, premises, and conclusions in the 2 page article.</p> <p>In future courses, I intend to give more in-class and homework exercises on standardizing arguments. I will also spend more time dissecting longer articles such as those found in short newspaper articles and magazines. For this class, I spent about 2 days on standardizing arguments. However, I think 3-4 days is more appropriate. Assigning more (or different) homework assignments on standardizing arguments is also a possibility.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Philosophy (PHIL) - PHIL 30 - INTRODUCTION TO CRITICAL THINKING - Argumentative essay. - Write a composition presenting a well-reasoned argument defending a position on a controversial issue. The paper will include and overcome counter-arguments. (Created By Department - Philosophy (PHIL))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/01/2012</p> <p><b>End Date:</b> 01/01/2016</p>	<p><b>Assessment Method:</b> Students were required to submit a 5-6 page paper defending a position on the death penalty. Students were required to take a position on the issue, support their position using arguments, and address at least one counterargument.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> The class average should be above 75%.</p>	<p>01/25/2013 - The average score on the paper was around 85%. All students showed a proficiency in outlining the issue and stating a position. All papers offered a strong thesis statement that took a clear side on the issue.</p> <p>Students also showed a strong ability to address a counterargument. Their refutations of counterarguments were often forceful and persuasive. However, I would like to see students spend more time detailing the counterargument before refuting it. Most students simply mentioned in a few sentences the counterargument and the proceeded to refute it. I would like students to</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		<p>focus more attention on laying out the counterargument in all its detail and nuance. In future classes, I will emphasize the importance of doing this.</p> <p>Also, I would like to see better organization of paragraphs. Many students articulated several important and forceful points in their papers. However, often times, these points were presented together in a jumbled, unfocused paragraph. I will spend more time on paragraph structure in future classes.</p> <p>Overall, despite these areas for improvement, students showed a strong ability to write an argumentative paper, especially in light of the limited time they had to write and their limited knowledge of the issue. (We read two articles on the death penalty.) Their papers generally came across as persuasive – and could have been even more so had they be better organized.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p>	
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/23/2013</p>	<p><b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>	<p>11/07/2016 - 100% of students completed a paper.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>GE/IL-SLO Reflection:</b> Students continue to find meaning in the lives of photographers and the role they have played in society.</p>	<p>11/07/2016 - We will continue with this assessment.</p> <hr/> <p>11/07/2016 - We will continue with this assessment.</p> <hr/> <p>11/07/2016 - We will continue with this method of assessment.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active			05/30/2014 - We will continue with this method of assessment when the course is likely to be offered in 2015.
		10/14/2013 - Students in this section did not submit a research paper on a specific photographer this quarter. The assignment was changed to encourage students to submit multiple responses to a variety of photographers in the form of short essays to better incorporate the advantages and benefits of an online environment. 100% of the students submitted several short essays in lieu of a single research paper. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Feedback from the class finds that students really enjoy the questions posed in the forums and quizzes and find them challenging.	12/09/2013 - We will continue with this method of assessment due to its core strengths of providing students with both flexibility in selection of a topic as well as encouraging students to critically explore a photographer/topic with more depth of analysis.  12/09/2013 - Future online sections may benefit from a combination of short essays and a single research paper, time permitting.
		03/28/2012 - 100% met this goal. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> End of Academic Year	<b>Assessment Method:</b> Research paper or short essays <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 85% of students will write and submit a research paper or submit at minimum of five short essays on a topic that deals with a photographer from a diverse culture and background.	11/07/2016 - 100% of students completed this assessment. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	05/30/2014 - There is some overlap between the two current 2013-14 means of assessments, so I plan to rewrite/adjust one of them for 2014-15.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 09/23/2013 <b>End Date:</b> 06/27/2014 <b>Course-Level SLO Status:</b> Active			
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 90% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.	11/07/2016 - 100% of students submitted a paper and presented the initial outline in class as a means of measuring the level of work in progress. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	11/07/2016 - We will continue with this method of assessment.  <hr/> 05/30/2014 - It was a valuable for students to present the paper's abstract/outline in front of their peers for feedback and for helping the student clarify the focus of the paper. We will continue to use this assessment as well as the initial abstract presentation as a means to share ideas, suggestions and for the student writer to gain valuable feedback on their chosen topic.
		10/14/2013 - 100% of students completed this. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> This assessment method encourages students to examine a photographer's social and cultural impact through an analysis of his/her photographs and relating them to significant social and cultural trends and events. Students also synthesize and present their findings via oral presentation.	12/09/2013 - Students will continue with this assessment method. Although this target has been set extraordinarily high (90% completion/success rate) and the target was met, it may need downward adjustment in the future to more accurately reflect decreased instructor attention, which will be focused on developing other lesson plans.
		09/17/2012 - 100% students met this target. Students enjoyed sharing their new-found knowledge with the class. <b>Result:</b>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met <b>Year This Assessment Occurred:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Students successfully used the language and terminology related to photography when giving oral presentations. Presentations and written papers reflected proper documentation of sources and resources. Salient arguments and compare/contrast matrices were utilized as were examples of ample evidence to prove their point of view.	
Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/01/2012 <b>End Date:</b> 08/31/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Final Exam. This exam covers the cumulative history of photography since the beginning. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Students earn a Final Exam score with at least 80% correct answers.	11/07/2016 - 100% of students earned an exam score of over 80% correct answers. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016  10/14/2013 - 100% of students scored on average 90% correct. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Critical Thinking 2. Reasoning-Students were able to make coherent arguments in the essay responses.	11/07/2016 - We will continue with this method of assessment.  05/30/2014 - We will continue with this method of assessment in Fall 2014.  12/09/2013 - We will continue with this method of evaluation.  12/09/2012 - Continue with Final Exam assessment.
		09/17/2012 - Students scored 85% correct on the Final Exam. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b>  Students engage actively with different ideas and cultures. With the introduction of concepts such as frame of reference and cultural relativism, students are able to modify their own perceptions of the world depending on the context or situation. Because this course content is seen through a cultural and social historical lens, students will learn about and recognize the major currents of global change and related issues of economics, peace, poverty, policy and immigration.</p>	

# Unit Assessment Report - Four Column

## Foothill College

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (FA-ARTH) - Art History AA/CA - 1</p> <p>- Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.</p> <p><b>Start Date:</b> 09/22/2014</p> <p><b>End Date:</b> 06/26/2015</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Each student will complete a 8-10 page term paper. The paper will address one of six or seven topics provided by the instructor. The student will have 7-8 weeks to complete the paper. There will be a library orientation and paper-writing seminars to support the research and writing process.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> It is expected that the student will be able to write a college-level research paper. The rubric assesses the student on their thesis, research, clarity of thought, critical reading of their sources, quality of sources, bibliography, and grammar. A grade of 50/70 (C) is considered a passing grade, however, 55/70 (B-) is a realistic minimum grade to exhibit competence for this PLO.</p>	<p>11/21/2015 - In the 2014/15 academic year, the average paper grade was a C+ (78 %) based on 15 courses (online and F2F) with the F2F average a little higher (79%) than the online average of (77 %). We have worked very hard to incorporate Paper-Writing seminars and required Paper Abstracts into the F2F courses and the quality of the papers does meet the minimum competence and is close to the desired B/B- average. However, despite this effort, the overall quality has remained consistent indicating that either the average student arrives at Foothill less prepared to work at the college level, or we still need to find more ways to work with every student on their writing. Online courses have a slightly lower average as these students spend less time on their work and have a less access to the needed resources given their disparate geographic locations. We will address some possible solutions to the online/F2F discrepancy in the planning section.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Good writing and research skills support everything our students do in their academic careers. Our students have access to a massive amount of information online, but if they do not know how to assess and report on their sources, this surfeit of information is</p>	<p>11/21/2015 - We would like to see the online and F2F paper grades improve in 2015/16. The paper-writing seminars are mandatory as are the paper abstracts. We are working with our students to improve their writing and research skills, but will incorporate the required abstracts and paper-writing components into the online courses when we migrate to Canvas. We will assess this PLO in 2016.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>useless. This SLO supports basic information literacy.</p> <p>11/05/2014 - As also noted in the last Program-Level assessments, we have noticed a small improvement in the general quality of the term papers submitted to both the online and F2F classes in 2013/2014. We are now using Turnitin.com to ensure that our students are properly citing their sources and this has actually freed our time to concentrate on looking at the students' writing and research. Students in Art 2B, 2BH, 2C and 2F (F2F sections) were asked to provide a paper abstract and works cited page before they completed their actual papers and there was a noticeable improvement in the quality of most of the papers, however, there is still room for improvement. The average paper grade for all the above courses (F2F and Online) in 2013/14 was 76%, not factoring-in the paper abstract points; with the abstracts. the average would rise to 82% which does meet the minimum of 55/70 (79%). All F2F students were required to attend a library orientation as part of the Lab component and we continue to offer optional paper-writing seminars. Simon will make these seminars a required part of the F2F courses in 2015 as those students who do attend the seminars write, on average, better papers than those who do not. We feel that we are meeting our Program-Level goals for this PLO, but there are still a few students in each class who do not meet expectations. We feel this is an equity issue as not all students are equally prepared for college-level work and the mandatory paper-writing seminars should help lift those students to a passing standard. We continued to track the highest level of English course taken by our F2F students in 2013/14 (via a student questionnaire at the beginning of each course). The vast majority of all students taking F2F art history courses at Foothill have taken ENG 1A or 1B. We will look at the 2014/15 results at the</p>	<p>11/05/2014 - We will make the optional paper-writing seminars a part of the Lab content to ensure that all students have the benefit of this information. We will assess whether or not there is a visible statistical improvement when we look at our courses next year.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>combine them with the 2013/14 information to allow a broader analysis of our courses to ascertain whether completion of ENG 1A before taking our class would significantly increase a student's chances of successfully completing the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This SLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. This PLO supports the above three GE/IL requirements. Successful students have to read broadly from a selection of primary and secondary sources, develop a topic/thesis, and support the theme with a coherent narrative, demonstrating mastery of the source material. In addition, art history courses demand that the students study a broad selection of cultures and be able to analyze and assess their artistic legacies.</p>	
		<p>12/01/2013 - We feel the Art History department has met the broader requirements of this PLO. Based on data from the Art 2A, 2B, 2C, 2AH, 2F, and 3 courses for 2012/13, there has been a slight improvement in the quality of the term papers. This is due to several factors: the required library orientation visits, optional paper-writing seminars, enhanced online resources, and much more emphasis placed on one-on-one tutoring.</p> <p>In all courses, we have asked the students to state the highest level English course they have completed and a majority of students taking Art History courses at Foothill have completed English 1A/1B or ESL 26. There does not seem to be a</p>	<p>12/01/2013 - As noted in most SLO-Course level reflections, we intend to make the optional paper-writing seminar part of the scheduled lab activities and will assess if this has a broader impact on the quality of the written material submitted by our students.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>direct link between completion of English 1A and the successful completion of a term paper, however, we will assess the data from 2013/14 at the end of the academic year.</p> <p>The grades for the online essays have improved. The average essay received 39/50 (improved from 37/50 last for 2011/12). This could be because more courses were offered and therefore there was a larger group to base the study on. Again, we will know more when we assess the data from 2013/14 (the same expanded online offerings). Online students have been encouraged to use the Foothill Library online databases (JSOR, etc.), and this might account for the improved quality of the papers.</p> <p>In the Winter of 2014 we will also start using Turnitin.com, a online paper checking service, to both see how the students are researching their essays, and also to provide even more feedback.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>11/15/2012 - As noted in last year's program review, this PL-SLO is extremely important. As our economy continues to become more dependent on information and information literacy, research and critical thinking skills are at a premium. There have been some improvements over last year, however, there is still much to do.</p> <p>1. The average student paper grade for Art 2A, 2B, and 2C (face-to-face classes) for 2011-2012 was 54/70 (C+). The Art 2BH (honors) section taught in the spring of 2012 had a slightly higher average of 56/70 (B/B-). Based on these numbers, the target of 50/70 or above was met. There has been an improvement over 2010-2011, however, there were still too many lower grade papers (50</p>	<p>11/15/2012 - Continue with the mandatory library orientations (Library Lab) and perhaps make the optional Paper Writing Seminars part of the Lab content as well. Work with colleagues across the campus to develop a campus-wide approach to improving research and writing skills.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>and below) despite the increased number of papers above 55/70.</p> <p>We have several conclusions based on this data:</p> <ul style="list-style-type: none"> <li>i. students with some research skills are improving their skill sets and gaining increased confidence.</li> <li>ii. Those without basic research skills benefit from the library orientations and increased emphasis placed on preparing them to write their papers, but enter the classroom with little or no knowledge in this area.</li> <li>iii. ESL students are generally not prepared to write the research papers. This has much to do with different teaching and testing approaches in their countries of origin. Typically, the vast majority of ESL students have the English language skills, but require help with, what is to them, a very new approach to research.</li> </ul> <p>2. Online courses: The quality of writing in the Art 2A and 2B online classes was below the average for the traditional face-to-face courses. The average out of 50 points was 37/50 which is a lower C grade.</p> <p>3. Art 2A, 2B, 2C, 3, and 2F all feature mandatory library orientations/paper writing introductions as part of the lab content. There has been an improvement in the quality of the sources (less random Google-produced works cited pages). Our goal is to try and make up for the fact that most students come to us with little or no idea about how to write a college-level paper.</p> <p>Please see the related document (Art 2A Term Paper Assignment) to ascertain exactly what the student is expected to write in terms of scope, research, and format.</p> <p><b>Result:</b> Target Met</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> No specific resources (equipment, etc.). However, as noted in the 2010-2011 Program review, we feel an organized tutoring program for papers/paper writing/research would be an excellent idea and would pay immediate dividends across disciplines.</p> <p><b>GE/IL-SLO Reflection:</b> As noted last year, this PLO directly supports three of the four core competencies/ILO's. We do feel we are beginning to make some (slow) progress and there is some improvement in results. The passing rates in our in-class 2A, 2B, 2C, and 3 courses improved slightly from 2010/2011 to 2011/2012. This is heartening, however, the online students are harder to reach, for obvious reasons. We have students in Asia and all over the USA, so skill levels vary greatly.</p> <p>There is now statistical evidence to confirm that our emphasis on writing and research skills is producing improved results, but we feel we are also trying to deal with a huge problem that should also be dealt with at the college-wide level (please see the Resource Request above)</p> <p><b>Related Documents:</b> <a href="#">Art 2A Essay Assignment</a></p>	
		<p>03/24/2012 - As noted in the Target section above, 50/70 (C) is considered a passing grade for the term paper assignment in Art 2A, 2B, 2C, Art 3, and Art 12 (soon to be Art 2F). While many students have no problem preparing an acceptable bibliography and writing a solid term paper, it is increasingly obvious that there is more work to be done to support this PLO. The fall 2011</p>	<p>09/27/2012 - We will continue to feature the Library/lab visits which are an excellent way to get the students to begin their research as early as possible. In addition, the optional Paper-Writing seminars will be offered more than twice each</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Art 2A class had 15 essays below 50 points and 26 above. Of the 15 essays below 50 points, 11 were D or F grades. These essays had much in common; a poor bibliography, improperly cited sources, failure to conform to the accepted MLA format, too short in scope and length, and a lack of organization. It is very important to work with the students who are typically unprepared for college-level writing one-on-one. The library orientation lab sessions have improved the general level of research and the winter 2012 Art 2B class will be an interesting indicator of whether or not our increased emphasis on preparation and research has improved results.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>quarter.</p> <hr/>
		<p>01/23/2012 - This PL-SLO is a crucial part of all humanities courses. Increasingly, students arrive at Foothill with little or no knowledge about how to research and write a college-level paper. With this in mind all students now attend a library/research orientation and many sign up for the paper writing seminars. The quality of papers (and grades) is improving and the average student grade was 53/70 (C) for Art 2C in the spring of 2011. The honors course averages are typically higher (Art 2AH - 58/70 average), but we still see term papers below 50 points.</p> <p>Over the past five years in Art 2A, 2B, 2C, 3, 12, 13 and honors sections the average grade for all term papers has been in the 53-57 (C+/B-) range. Our goal is to improve this average to 57-59 (B) over the next two years. More importantly, it is evident that traditionally underrepresented students typically have the most difficulty with the term papers and I feel if we ensure all students attend the library orientations (this is now required as part of the lab) and paper-writing seminars we can reach out to all our students and help them</p>	



PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>develop good writing and research habits.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> I do feel it would be beneficial for the students if we developed an informal tutoring program specifically for writing research papers.</p> <p><b>GE/IL-SLO Reflection:</b> This PLO supports three of our four core competencies/ILO's. Although we do feel there has been improvement in the quality of the term papers submitted in the 2010-2011 academic year, there is a lot of room for improvement. Our research suggests that students are increasingly unprepared to write at the college level. This is not exactly a revelation, but we are serving a very diverse population (international students, etc.) and many students have a different understanding of how to complete this kind of assignment. The term paper assignment sheets require the students to access both primary and secondary sources. The library orientation lab sessions stress the importance of good research and the difference between primary and secondary sources. We also discuss web research and what to avoid, how to use Google Scholar, the library databases (JSTOR, etc.), and how to access other library collections. Increasingly, we find ourselves addressing information literacy as it is evident that most students now turn to the internet to answer all questions. This is, of course, not necessarily a bad tactic, however, our students need help discerning the difference between reliable and unreliable sources. We will assess our fall 2011 and winter 2012</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>classes in April to see if the increased emphasis on good research habits results in better term papers.</p>	
<p>Program (FA-ARTH) - Art History AA/CA - 2</p> <p>- The student will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures.</p> <p><b>Start Date:</b> 09/24/2012</p> <p><b>End Date:</b> 06/25/2013</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> This PLO-SLO is featured on every midterm in all our courses. Students are required to write at least one essay for each exam (one per week for online classes). The following question from Art 2B is typical of the complex questions that require the student to exhibit a mastery of the material. 3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education (Humanism), exposure to new ideas, and wealth and status. The exams are graded on a scale of 1-16 with 12-16 considered acceptable. The essay rubric is based on clarity of argument, use of examples, reference to sources (text, etc.), and a willingness to question and critique those sources.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students are expected to score at least 12/16. Ideally, essay scores will improve over the course of the quarter and we look for improvements in critical thinking, organization, and persuasive arguments as a sign of mastery of the material.</p>	<p>11/21/2015 - As with earlier years, this has been a successful PLO. All art history courses feature this PLO as a core course goal. The average exam grade in 2014.15 for all F2F courses was 85% and 12.5/16 for the essay components. Online essays averaged 13/16. Scores do improve in each course from the first midterm to the final in F2F classes, but online course essays have a less obvious improvement with a 12/16 average on early essays and 13/16 on the last few assignments. We will address possible solutions to this in the next section.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO directly supports the Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility components of the Foothill GE rubric. Strong writing skills are essential for success in college. In addition, an ability to synthesize many factors (political, social, etc.) into a narrative is also essential to be able to fully understand how societies work.</p> <p>11/10/2014 - Students are consistently demonstrating that they are increasingly able to respond to questions that require the students to bring together social, economic, and political factors as they analyze the art studied in each course. The first exam average (in the F2F classes) was 12 for the first exam and increased</p>	<p>11/21/2015 - Despite the fact that we met our standards, there is much room for improvement, especially with the online classes. We have begun to integrate Voicethread videos in the online courses to provide more direction for the assignments and short papers. All online courses will integrate Voicethread when we migrate to Canvas. We will assess whether this improves student performance in 2016.</p> <p>11/10/2014 - We have expanded our online offerings over the last year and we will continue to assess this PLO in 2014/15. It is possible that we will craft another PLO in 2014/15 to look at other aspects of</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to 13.5 on the final. The online courses have slightly higher results given that the students have access to their text, modules, and assigned media (films, podcasts, etc.) when they write their responses. They are expected to use (cite) at least two of these sources in each weekly Assignment response. The two exams emphasize the students' own response to the material. The average exam grade for the Art 2A, 2B, 2C, and 2F Online section in 2013/14 was 82%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None at this time</p> <p><b>GE/IL-SLO Reflection:</b> This PLO involves the Communication, Critical Thinking, and Community and Global Consciousness rubrics. Art History course are, by their very nature, interdisciplinary and this PLO requires students to write thoughtfully about the material they study analyzing social, political, and economic factors in the production of art from a variety of cultures and time periods.</p>	<p>our discipline and program.</p> <hr/>
		<p>12/01/2013 - There is still consistent improvement over the course of a single class and the year as students get used to responding to complex essay questions. We do our best to coach our students on how to use specific examples to support their general comments, etc., however, as noted in all our previous Program Level assessments, there needs to be a campus-wide effort to promote this important critical thinking skill.</p> <p>The essay grades in the face-to-face courses are almost identical to last year's assessment data with a steady progressive average from 11.5/16 on the first midterm to 13/16 on the final exam. Online essays tend to be slightly better but they</p>	<p>12/01/2013 - We would still like to see a campus-wide move to promote writing in all courses. Our students leave our courses with enhanced critical thinking skills and know how to write a college-level response to complex essay prompts, however, there is much room for improvement. We will continue to study the data from our student surveys to see if a prerequisite (ENG 1A, ESL 26, etc.) is necessary (current data suggests this is not the case).</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>also have more time to craft their responses than students taking exams in traditional on-campus classes.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013</p>	
		<p>11/15/2012 - As noted in the 2010/2011 Program Review, there is an understandable improvement in exam essays over the course of a given quarter and over the course of the academic year as many students take at least two art history courses. Exam essay questions and online weekly-essay questions all support this PL-SLO (please see attached documents for sample exam questions).</p> <p>In Art 2A in the fall of 2011, the average essay grade for the first exam was 11.5/16. There were lots of exams in the 8-10 range and some above 14. We would like to see our students improve and this does happen on the second exam (Art 2A Fall 2011 - 12.5/16) and the final (13/16).</p> <p>This same progression is evident in all our face-to-face courses. Online classes do conform to a similar upward trend, however, the results are far less concrete as there are typically 11 weekly assignments (with short essays) and the quality can vary considerably from week to week. In Art 2B (online) in the winter of 2012 the average grade for the first exam (all essays) was 85% and the final 90%. The averages are higher than in the on-campus classes mainly due to the fact that the essays online can be completed over a 24 hour period. The weekly assignment average (with one essay) for the same class was a slightly lower 82%.</p> <p>Please see the related document for sample essay questions that support this PL-SLO.</p> <p><b>Result:</b></p>	<p>11/15/2012 - To fully achieve or goals, we feel there needs to be a concerted effort across the campus to encourage students to write. All art history students are required at least three exam essays and one term paper. Our students do struggle, but we have seen consistent improvement over the course of each quarter. Writing is rarely 'easy,' but it does get easier if the student has the confidence to logically and critically explore her/his material. To this end, we will begin to make informal connections with our colleagues with an eye to eventually installing a campus-wide policy on writing for success.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None at this time. Based on the data, we are meeting our target. The main issues would be addressed by the same campus-wide initiative outlined in our reflections for PL/SLO #1.</p> <p><b>GE/IL-SLO Reflection:</b> There is still room for improvement particularly among traditionally underrepresented students (especially Hispanic and African-American students). We do endeavor to discuss every exam with our students. They are encouraged to analyze strong and poor essays with the instructor; the feedback is designed to help with grammar, the logical flow of ideas, and the use of examples to illustrate key points.</p> <p>In addition sample essays are made available to the student so that we can help model a 'successful' approach.</p> <p><b>Related Documents:</b> <a href="#">Art 2B Midterm #2</a></p>	
		<p>09/24/2012 - My main concern with this PLO is that too many students begin our courses with little or no knowledge of history. Art history is multi-disciplinary in the extreme and we do provide our students with a solid historical background (cultural, religious, economic, etc.) to the art they study. We have attempted to address this deficiency in our Lab/Discussion sessions and with selected video content to amend the lectures and text. Films on Demand has been a welcome addition to the library resources and our students seem eager to access extra material via this site. While I am happy to see that we are 'meeting' our target, I do feel there is more we can do. Art 3 and Art 2A in the fall of 2011 were both taught with</p>	<p>09/27/2012 - The lab discussion topics are carefully worded to encourage students to encourage a more developed and nuanced response to the course material. We will continue to use essay questions on the exams because they support this program-level outcome better than multiple-choice questions.</p> <hr/>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>enhanced lab content to support the possible essay topics for the exams and the selected lectures were essentially designed to concentrate on several topics that did appear on the midterm exams. The same is true for Art 2B and Art 1 this quarter. We will look at the Fall 2011 and Winter 2012 classes in April and see if there are any statistical trends that might indicate that the enhanced lab content is helping our students get a firmer grip on the historical context in the course curriculum.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
		<p>01/23/2012 - The average grade on in-class essays improves over each quarter. Students typically average 11/16 on their first exam, but essays improve to 13/16 (average) by the final with more 15 and 16/16 grades. For Art 2C in the spring quarter of 2011, 60% of all students received a 12/16 or below on the first midterm essay. On the final 80% of the essays were at standard (12/16 or above) with the majority in the 13-14 range. I feel there is improvement and the declared 'target' is being met by most students, but students in every class do struggle with this more developed level of analysis.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>GE/IL-SLO Reflection:</b> All essay questions on the midterm exams for art history courses support the following ILO's: Communication, Creative, Critical, and Analytical Thinking, and Community, Global Consciousness, and Responsibility. The following question from Art 2C in the</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>spring of 2011 is a typical exam essay question:</p> <p>3. Please contrast the values of the Enlightenment with the Romantic spirit. Are these complementary approaches to the challenges of the Modern era? Please use specific examples from the art to illustrate your thoughts.</p> <p>In this instance, the student must analyze the art and culture of the late 18th and early 19th century to develop an understanding of the forces that shaped both the political spirit of that era (revolutions and a move toward nationalism and democracy), and be able to place the material culture within a historical context. This question supports all three stated ILO's.</p>	