

ART Department Annual Program Review 2011-2012

Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

ART Department Annual Program Review 2011-2012

Basic Program Information

Department Name: ART

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

The art program offers a range of foundation art courses. We offer Drawing I, II, III, Figure Drawing, Portrait Drawing, Color Theory, Basic Two-Dimensional Design, Three Dimensional Design, Ceramics, Print Arts and Book Arts. We offer on campus, hybrid and online art courses.

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

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

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

Program review team:

Name	Department	Position
Hilary Ciment	Art	Art Instructor
Linda Lum	Art	Art Instructor
Kent Manske	Art	Art Instructor
Andy Ruble	Art	Art Instructor
Joe Ragey	Art	Art Instructor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Studio Arts Degree	AA	91.5 Units
Studio Art Certificate of Achievement	C.A.	58.5 units
Arts General Degree	AA	86.5 Units
Certificate of Achievement Arts/General	C.A.	56.5 Units
Certificate of Achievement Arts/Studio	61.5 Units	

ART Department Annual Program Review 2011-2012

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

ART Department Annual Program Review 2011-2012

Section 1. Data and Trend Analysis

1. Program Data will be posted on:
<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
General Art AA Degree	0	0	0	0%
Arts History AA Degree	0	0	3	0.03%
Studio Art AA Degree	0	0	1	0.01%
Certificate of Achievement	0	0	0	0%

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Certificate of Specialization in Ceramics (Art/General)	0	0	0	0%
Certificate of Specialization in Two-Dimensional Art (Art/General)	0	0	0	0%
Certificate of Specialization in Painting (Art/General)	0	0	0	0%

1.2 Art Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	3,083	3,361	3,324	-1%
Productivity (Goal: 546)	469	541	756	40%
Success	79%	78%	77%	-1%
Full-time FTEF	5.9	6.2	4.9	-21%
Part-time FTEF	4.7	4.1	4.4	7%
Full-time Staff				
Part-time Staff				

1.2 Art Distance Learning Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	690	967	1,157	20%
Productivity (Goal: 546)	554	777	668	-15%
Success	68%	67%	70%	
Full-time FTEF	1.5	1.6	2.6	62%
Part-time FTEF				
Full-time Staff				
Part-time Staff				

ART Department Annual Program Review 2011-2012

Department Course Data

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ARTF001	495	578	65%	614	776	67%	465	814	66%
ARTF02	96	1186	69%	64	1054	66%	124	1063	67%
ARTF02H				47	844	97%			
ARTF002B	58	955	62%	87	939		191	908	
ARTF002BH	31	510	90%	26	429	92%			
ARTF002C	102	494	74%	55	906	71%	53	716	66%
ARTF002CH	20	329	100%	34	560	100%			
ARTF002E				35	346	46%	31	557	68%
ARTF003	30	263	63%	39	642	67%	53	874	74%
ARTF004A	290	413	80%	324	448	76%	364	619	80%
ARTF04AS	32	253	75%	31	289	90%	51	#INF	75%
ARTF04AT	17	102	76%	31	186	90%	22	#INF	95%
ARTF04AX	170	372	83%	121	388	76%	146	420	73%
ARTF004B	70	413	84%	83	413	83%	122	357	80%
ARTF04BS	10	#INF	100%	20	#INF	100%	14	#INF	86%
ARTF04BT	12	#INF	92%	11	#INF	91%	12	#INF	100%
ARTF04C	23	#INF	91%	41	#INF	90%	44	#INF	89%
ARTF04CS	8	#INF	100%	8	#INF	100%	8	#INF	100%
ARTF04CT	7	#INF	100%	7	#INF	86%	5	#INF	100%
ARTF04CX	3	#INF	67%	5	#INF	100%			92%
ARTF04DS	24	145	92%	16	144	94%	19	341	84%
ARTF04DT	17	#INF	82%	13	#INF	92%	9	#INF	100%
ARTF004E				27	485	78%	25	449	68%
ARTF04ES	12	#INF	92%	8	#INF	100%	11	#INF	91%
ARTF04ET	11	#INF	82%	6	#INF	83%	11	#INF	100%
ARTF04F	12		92%						
ARTF005A	72	431	81%	96	431	84%	141	653	76%
ARTF05AX	51	763	76%	56	#INF	71%	52	#INF	81%
ARTF005B	20	359	95%	28	252	89%	27	485	74%
ARTF006	57	341	77%	67	602	73%	60	569	67%
ARTF008	26	467	73%	16	287	75%			
ARTF009	17	305	100%						
ARTF012	28	461	93%	27	445	70%	22	386	82%
ARTF013						82%			
ARTF014			72%	22	363	63%			58%
ARTF019A	39	215	87%	63	377	90%	55	350	89%
ARTF019AS	42	78	93%	46	102	87%	49	122	94%
ARTF019AT	33	#INF	85%	30	#INF	97%	28	#INF	82%

ART Department Annual Program Review 2011-2012

ARTF019B	14	#INF	93%	19	#INF	95%	17	#INF	94%
ARTF019BS	14	#INF	86%	25	#INF	96%	19	#INF	89%
ARTF19BT	15	#INF	87%	16	#INF	100%	13	#INF	85%
ARTF019C	18	#INF	100%	15	#INF	80%	12	#INF	83%
ARTF19CS	24	#INF	100%	22	#INF	91%	17	#INF	88%
ARTF19CT	24	#INF	96%	14	#INF	93%	14	#INF	93%
ARTF019L							1	#INF	
ARTF020A	91	408	74%	127	570	75%	112	503	76%
ARTF020B	37	332	81%	35	314	80%	592	94	77%
ARTF035X	2	#INF	50%	26	#INF	92%	94	#INF	97%
ARTF036	1	#INF		4	#INF	100%	14	#INF	36%
ARTF044	20	359	80%						
ARTF045A	159	359	92%	140	368	89%	132	#INF	83%
ARTF45AL	61	834	54%	48	#INF	73%	75	#INF	71%
ARTF45AX	40	#INF	85%	32	#INF	63%	21	255	86%
ARTF45B	150	492	93%	110	363	86%	143	#INF	91%
ARTF45BL	55	#INF	73%	39	#INF	62%	39	#INF	74%
ARTF45BX	1	#INF	100%						
ARTF45C	36	305	97%	39	#INF	90%	56	#INF	88%
ARTF45CL	16	#INF	75%	17	#INF	65%	20	#INF	65%
ARTF45F				21	377	90%			
ARTF45FL				13	#INF	54%			
ARTF45L	67	#INF	70%	66	#INF	67%	31	#INF	77%
ART45LX	7	#INF	100%	10	#INF	90%	11	#INF	64%
ARTF46B			92%	50	449	88%	41	246	70%
ARTF47	27	485	70%	48	431	81%	54	537	74%
ARTF47S	26	199	100%						
ARTF47T	3	#INF	100%						
ARTF049	9	#INF	89%						
ArtF072				14	#INF	86%	11	#INF	55%
ArtF086	37	694	81%	28	525	82%	42	71	75%
ARTF190	2		100%			90%			95%
ARTF190X	39	#INF	90%	39	#INF	95%			
ARTF190Y	2		100%	10		100%			
ARTF190Z	61	#INF	95%	36	#INF	100%			

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. **Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.**

Productivity has increased 40% in the Art Department from 2009-2011.

ART Department Annual Program Review 2011-2012

There was an increase enrollment from 2009-2010. We has 278 more students enrolled in our classes. This is a noticeable increase in enrollment.

The demand for distance learning as seen in enrollment trends (which in many instances are higher than face to face courses) means we need to continue to promote a wide range of classes- in both formats on campus, hybrid and more online courses– to help reach wide student population. Faculty is currently developing strategies such as varying the content delivery methods – video, image stills, and short concise reading material.

We have seen a 20% increase in enrollment due to new online art classes. Productivity has also increased due to our online course offerings. For example our core Drawing I Art 4A class has increased productivity due to the online offering.

Distance Learning Enrollment Trends and Increase Enrollment

			2009-2010			2010-2011		
Course			Enroll.	Prod.	Success	Enroll.	Prod.	Success
ARTF001			431	690	67%	280	715	62%
ARTF002A			55	980	67%			
ARTF002B			91	818	75%			
ART F002E			35	346	46%	31	557	68%
ART F04A			34	611	47%	167	453	74%
ART F05A						86	515	83%
ART 4B						66	395	88%
ART F04E			27	485	78%	25	445	68%

ART Department Annual Program Review 2011-2012

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. AA, AS, transcriptable certificates

- 2008-2009 Zero certificates and AA degrees
- 2010-2011 one certificate was awarded in Art History.
- 2010-2011 3 AA degrees were awarded in Art.

In general we do not see an increase or decrease of degree completions.

b. Local, non-State approved certificates

- 2008-2011 zero non-State approved certificates were awarded in art or art history.

c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

- We do not have any certificates less than 27 units.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

The art history courses has high productivity. The ARTF001, ARTF02, ARTF02H, ARTF002B, ARTF002C, ARTF002CH, ARTF002CH, ARTF003 have the college's productivity goal of 546.

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ARTF001	495	578	65%	614	776	67%	465	814	66%
ARTF02	96	1.186	69%	64	1.054	66%	124	1.063	67%
ARTF02H				47	844	97%			
ARTF002B	58	955	62%	87	939		191	908	
ARTF002C	102	494	74%	55	906	71%	53	716	66%
ARTF002CH	20	329	100%	34	560	100%			
ARTF002E				35	346	46%	31	557	68%
ARTF003	30	263	63%	39	642	67%	53	874	74%

The following studio art courses have the high productivity. The ARTF004A, ARTF005A, ARTF006, ARTF020A, ARTF086, ARTF45AL have the college productivity goal (546).

ART Department Annual Program Review 2011-2012

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ARTF004A	290	413	80%	324	448	76%	364	619	80%
ARTF005A	72	431	81%	96	431	84%	141	653	76%
ARTF006	57	341	77%	67	602	73%	60	569	67%
ARTF020A	91	408	74%	127	570	75%	112	503	76%
ArtF086	37	694	81%	28	525	82%	42	71	75%
ARTF004E				27	485	78%	25	449	68%
ARTF004B	70	413	84%	83	413	83%	122	357	80%
ARTF47	27	485	70%	48	431	81%	54	537	74%

4. **Course Offerings (Comment on the frequency, variety, demand, pre-requisites.)**
Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

The following classes should be considered not offered in our program. These classes have low enrollment and low productivity.

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
ArtF072				14	#INF	86%	11	#INF	55%
ARTF020B	37	332	81%	35	314	80%	592	94	77%
ARTF04F	12		92%						
ARTF036	1	#INF		4	#INF	100%	14	#INF	36%
ARTF45FL				13	#INF	54%			
ARTF190	2		100%			90%			95%
ARTF45CL	16	#INF	75%	17	#INF	65%	20	#INF	65%
ARTF190Y	2		100%	10		100%			
ARTF049	9	#INF	89%						
ARTF04AS	32	253	75%	31	289	90%	51	#INF	75%
ARTF04AT	17	102	76%	31	186	90%	22	#INF	95%
ARTF04BS	10	#INF	100%	20	#INF	100%	14	#INF	86%
ARTF04BT	12	#INF	92%	11	#INF	91%	12	#INF	100%
ARTF04CS	8	#INF	100%	8	#INF	100%	8	#INF	100%
ARTF04CT	7	#INF	100%	7	#INF	86%	5	#INF	100%
ARTF04CX	3	#INF	67%	5	#INF	100%			92%
ARTF04DS	24	145	92%	16	144	94%	19	341	84%
ARTF04DT	17	#INF	82%	13	#INF	92%	9	#INF	100%
ARTF04ES	12	#INF	92%	8	#INF	100%	11	#INF	91%
ARTF04ET	11	#INF	82%	6	#INF	83%	11	#INF	100%
ARTF019AS	42	78	93%	46	102	87%	49	122	94%
ARTF019AT	33	#INF	85%	30	#INF	97%	28	#INF	82%
ARTF019BS	14	#INF	86%	25	#INF	96%	19	#INF	89%

ART Department Annual Program Review 2011-2012

ARTF19BT	15	#INF	87%	16	#INF	100%	13	#INF	85%
ARTF019C	18	#INF	100%	15	#INF	80%	12	#INF	83%
ARTF19CS	24	#INF	100%	22	#INF	91%	17	#INF	88%
ARTF19CT	24	#INF	96%	14	#INF	93%	14	#INF	93%
ARTF05AX	51	763	76%	56	#INF	71%	52	#INF	81%
ARTF47S	26	199	100%						
ARTF47T	3	#INF	100%						
ARTF049	9	#INF	89%						

5. Curriculum and SLOs

a. **Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?**

- We do not have prerequisites in any of our art classes. All of our classes have advisories.

The following course have not been updated for Title 5.

- ART 80 MURAL MAKING: COMMUNITY ART PROJECT 2005 Summer
- ART 83 SERVICE LEARNING PROJECT 2008 Fall
- ART 190 X Directed Study 2007 Summer
- ART 190Y DIRECTED STUDY 2007 Summer
- ART 20B COLOR II 2009 Winter

The following classes will be deactivated for Summer 2012

- ART 19AS, 19AT, 19BS, 19BT, 19CS, 19CT, PAINTING I 2001 Summer
- ART 19L PAINTING LABORATORY 2007 Summer
- ART 5AS BASIC TWO-DIMENSIONAL DESIGN 2002 Fall
- ART 5AT BASIC TWO-DIMENSIONAL DESIGN 2002 Fall

Comment on program mapping and how it ties to the college Mission(s).

In the academic year 2011-12 the college is removing “repeatability” from many core course. In our department we have removed “repeatability” from a majority of our core art classes. Our goal in the next three years is to create a program map or a plan for students to enter and leave our program in two years.

We will encourage students to take the core foundation in the first year of college: Drawing I, Basic Two Dimensional Design, and Three Dimensional Design . We will encourage students in the second year to take Painting I, Print Arts, Digital Arts, and Ceramic Hand-building. We will create a printed and digital map to encourage students to take a plan of action.

Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

Foothill College Program Review: <http://foothill.edu/staff/irs/programplans/>

ART Department Annual Program Review 2011-2012

We deactivated the ART 4AX,5AX, ART45AX, and ART4CX from the program. These classes had content overlap with the ART 001 Introduction to the Art. We have also deactivated 5L and 19L (lab) courses that are no longer taught.

Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

- Our department has offered half course for the Drawing I, II, III, Portrait Drawing and Figure Drawing classes for many years. These half 'S' and 'T' courses have low productivity and are confusing to students and faculty. The following S and T classes will be deactivated starting summer 2012. These courses have only been taught at the Middlefield campus. ART4AS,T, Art 4BS,T, Art 5AS,T, Art 5AS,T, Art 19AS,T, Art 19BS,T, Art 19CS,T
- 2010-2011 we stopped offering ART4AX, ART5AX, ART45AX and ART4CX. These one unit classes were taken at the same time as the 3 unit ART4A, ART5A, ART45A and ART4C classes. The "X" classes were confusing for students. As a department we decided to combine the lecture content with the ART4A, ART5A, ART45A and ART4C classes to create 4 unit classes. As a department we decided a 4 unit class transfers and articulates into 4 year colleges.

Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

All art courses have two SLO'S. All programs have Program-Level SLOs in the Tracdat database.

Art History Instructor on PDL leave

- Art 1: Introduction to the Arts
- Art 2D: African, Oceanic & Native American Art
- Art 2E: History of Women in Art
- Art 14: American Art

The following art courses have incomplete "Means of Assessment & Targets for Success/Task, Assessment Findings and Reflections":

- Art 35X: Honors Special Projects in Art
- Art 190, Art 190X, Art 190Y, & Art 190Z Directed Study

The classes have not been taught for 3-4 years. They are missing Assessment Findings and Reflections. (We may consider making these courses inactive).

- Art 4F Landscape Drawing
- Art 8 Perspective
- Art 9: Traditional Art Materials
- Art 19L: Painting Laboratory (deactivated)
- Art 80 Mural Making: Community Art Project

The following art courses have missing Assessment Findings and Reflections

- Art 44: Ceramic Sculpture
- Art 44L: Ceramic Laboratory

ART Department Annual Program Review 2011-2012

- Art 45A: Beginning Ceramic Hand-building
- Art 45B: Beginning Ceramic Potter's Wheel
- Art 45BL: Ceramic Laboratory
- Art 45CL Ceramic Laboratory
- Art 45F Low Firing & Glazing Techniques
- Art 45FL Ceramic Laboratory
- Art 45FLX Ceramic Laboratory

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

Our Program SLO supports the development of foundation skills in reading, writing, English as a Second Language, and learning/study to achieve success in college-level course. PLO: Think and write critically about two dimensional and three dimensional art. In our distance and hybrid courses we include writing exercises and study skills that support basic skills and student success.

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

We have reviewed the ASSIST website. The following core classes transfer to a majority of the CSUS.

We plan to tailor the AA in Studio/Arts to focus on CSU/UC transferable courses. We plan to remove core courses from our Studio/Arts degree that do not articulate to the CSUS/UCS. We also plan to create a transfer degree focused for Studio Arts transfer.

We plan to review and consider removing ART 6, Art 72, Art 20A and Art 20B from the core requirements for Studio Art AA degree. All three courses do not transfer to a majority of CSUS or UCS.

CSU/UC <u>ASSIST</u> <u>ARTICULATION</u>	FOOTHILL COLLEGE ARTICULATION
San Jose State University <u>Articulation</u>	Art 5B, Art 20A & B, Art 2A, Art 2B & 2C, Art 45A & 45B & 45LX, Art 19A & B
San Francisco State University <u>Articulation</u>	Art 2A, Art 2B, Art 2B & C, Art 12, Art 4A & 19A, Art 69 or GID 38, Art 45A & 45B & 45LX Phot I
Cal State Bakersfield <u>Articulation</u>	Art 2A & 2B, Art 2B & 2C, Art 5B Art 4A, Art I, Art 19A & 19C, Art 45A & 45L, Art 5B & Art 5A, Art 4A Photo I

ART Department Annual Program Review 2011-2012

CSU Long Beach <u>Articulation</u>	Art 5A, Art 5B, Art 56, Art 4A & B Art 4D, Art 19A & B, Art 2A Art 2B, Art 2C, Art 1
CSU Chico <u>Articulation</u>	Art 2A & Art 2B, ART 2C, Art 2D ART 20A, B or ART 5A/ 5ax Art 4A & Art 4B, Art 19A & B Art 69 or GID 38, Phot 1, Art 56
Humboldt State University <u>Articulation</u>	Art 4A, Art 19A, Art 45A, Phot1
CSU Northridge <u>Articulation</u>	Art 2A, Art 2B, Art 2D, Art 12, Art 4A Art 4D, Art 5B, Art 56
Sacramento State University <u>Articulation</u>	Art 2A, Art 2B & 2C, Art 4A & 4B Art 5B, Art 12, Art 19A & 19B Art 47, Art 37A or Art 37B Art 39A, Art 39B or 39C, Art 5A and 5AX Art 45B & 45BL, Art 45A & 45BL, Phot 1 and ILX, Art 44 and 44L
Fresno <u>Articulation</u>	Art 1, Art 4A and 4B, Art 4D Art 19A, Art 45A & 45X, Art 2A, Art 2B & 2C
CSU Bernardino <u>Articulation</u>	Art 5A & 5AX, Art 5B, Art 4A & 4AX, Art 4B, Art 56, Art 2A or 2AH, Art 2B or 2BH Art 2D & Art 12, Art 2C or 2CH, Art 19A & 19B, Art 45 & Art 45X, Art 38
Sonoma State University <u>Articulation</u>	Art 5A, Art 5B, Art 4A & 4B, Art 19A & 19B
CSU East Bay <u>Articulation</u>	Art 4A & Art 4B, 19A & B, Art 69, Art 45A & 45L, Art 44 & 44L, Phot 1
CSU Fullerton <u>Articulation</u>	Art 5A, Art 4A & 4B, Art 4D, Art 2A & 2B, Art 2B & 2C, Phot 1
San Diego State University <u>Articulation</u>	Art 4A & 4B, Art 5A & 5AX, Art 4B & 4C, Art 5B & 4L, Art 4D & 4L, Art 19A & 19B, Art 2A, or 2AH, Art 2B or 2H, Art 2C or 2HC
CSU Long Beach <u>Articulation</u>	Art 2A, Art 2B, Art 2C, Art 5A, Art 5B, Art 4A & 4B, Art 4D, Art 19A & 19B
UC Santa Cruz <u>Articulation</u>	Art 19A & 19L, Art 19B & 19L <i>Watercolor will not be accepted. Painting classes with a directed focus (portraits, landscapes, etc.) will not be accepted.</i> Art 37 Beg Etching, Art 49, Phot 1 or Phot 2 Art 2A, 2B, 2C, 2D

ART Department Annual Program Review 2011-2012

UC Santa Barbara Articulation	Art 19A or Art 47, GID 42 or Art 37A, Phot 1, Art 4A
UC Berkeley Articulation	Art 2A & 2B, Art 2C, Art 3
UC Davis Articulation	Art 4A, Art 4D, Art 19A and 19B Art 3, Art 2A, Art 2B, Art 2C

8. **CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)**
We do not have a CTE program.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

(please see PL-SLO attachment) Data was returned as expected for only the first two columns. No significant data was returned.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

(please see Course Level SLO attachment). NOTE: NO data was returned from this report with all fields selected for the academic year 2010-2011.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

No significant changes are required at this time for any courses that were assessed with findings and reflections. Trends or relevant findings or data were that "targets were met" in all courses reviewed. The additional course adjustments that can be observed at this time from Course level assessments are that students can use more writing experiences. Implementation has just begun for courses not reviewed during this cycle, CL-SLO's are being created for some courses not offered due to cutbacks. Additional assessments and reflections are in process. We anticipate a team review of the findings and reflections by the end of the academic year. The department instructional staff will be able to analyze the data and findings and enter the information into the program review documentation.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Foothill College Program Review: <http://foothill.edu/staff/irs/programplans/>

ART Department Annual Program Review 2011-2012

No significant changes in specific curricular data should be anticipated at this time other than standard updated TITLE 5 COR and reduction of repeatability. All courses are being updated to reflect increase to 4 units to better serve student transfer degrees and semester based college systems at the CSU level. Several courses need to complete assessment and reflections based on findings. Changes to those few courses are being reviewed. Several courses are cross listed in GID and ART and current review of those courses is being done in GID as the primary degree source of those courses such as GID 1 and certain print making courses.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

As currently written, the “target met” CL-SLOs accurately reflect the knowledge, skills, and abilities students need in order to succeed in this program. Once the significant data is again analyzed at the end of the current academic year, we anticipate that the CL-SLOs findings will reflect the quality of student learning and program goals are being “target met” on a high level. If the reflections require changes or adaptations to the program, the department will discuss, plan and implement any changes needed to ensure student success. Inclusion of additional writing assignments that reflect critical thinking should help to correct and issues found in assessment and reflections. Current CL-SLOs should be reviewed for updates each year to determine if learning goals are being met. All instructors should adhere to the COR to enable consistent learning modules across the curriculum.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Increases in writing assignments, increased lecture content and more rigor in homework and lab assignments will assist in improved SLOs in this program. Any additional course improvements will be reflected in the final outcome of the assessment process at the end of the current academic year.

Quality online feedback/ evaluation methods of instructions include Voicethread and Jing/Screencast learning and feedback methods. Several instructors now use Voicethread, JING and lecture quicktime movies to deliver both content and feedback in both full online and hybrid classes.

2.3.b Program-Level SLO

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

Although we have implemented many operational changes in the department, to the COR and to the benefit of students, those changes have not been the result of PLO or SLO data. Different student learning styles in transition to the digital methods now used, have discovered new groups of students that 1-prefer face to face, 2 prefer fully online, or 3 - prefer hybrid learning styles respectfully.

At this time we have no additional significant Program-level SLO summative findings. We implemented the PLO and PLO assessments strategies and goals as required by the college as

Foothill College Program Review: <http://foothill.edu/staff/irs/programplans/>

ART Department Annual Program Review 2011-2012

of 12- 2-2011. This report is due on 12-16-2011. We currently have no significant outcomes or findings to report other than the discovery of 3 different learning groups that have evolved due to the new technologies used to deliver content and feedback. The department intends to review the Program-Level SLOs at the end of the current academic year and will be prepared at that time to enter new data and findings into the database. It is anticipated that instructional portfolio reviews will begin at the end of this year. A review of the instructional portfolio team process is being created and will be implemented as needed to comply with Program-Level SLO's

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

We have reviewed and found no significant changes to the current certificate or degree programs. We are implementing increased and comprehensive course portfolios for all classes to support CL SLOs and PL SLOs and to improve student success and to assist students in obtaining transfer interviews through professional academic portfolio reviews.

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

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<p>There is no new data to suggest any action steps to take at this time or to implement any changes to the current Studio Art Department program plan. We have already implemented major course updates, course retirements, new course outlines and significant unit changes. We have also implemented many new online learning classes to support new E-student populations. Action: Review all SLO and assessments at end of academic year</p>	<p>All SLO and PLO assessments are under team review. Findings will be added to program review at the end of the academic year.</p>	<p>We are current with all basic skills support and mission goals as per our program outline. The resources are currently underfunded to support large program changes. The</p>	<p>The year end PLO and SLO team review will enable the Art department to create new learning objectives to further student learning outcomes and success.</p>

ART Department Annual Program Review 2011-2012

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, *Educational & Strategic Master Plan (ESMP)*, the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The art program's core mission is to have students finish in two years and transfer into a CSU and to receive an AA degree in Studio Arts, General Arts and Art History. We plan to focus our attention to create a transfer degree that is aligned with the CSU transfer degree. We also want to promote transfer in all of our core and supporting courses.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Tailor our preexisting foundation classes and offer more distant, night, and weekend classes.	Three Years	We now offer fully online Drawing 1, II, III, Portrait Drawing, Basic Two Dimensional Design, Color and Painting each quarter.	We plan to continue to offer more full online classes each quarter. We have a 20% increase in enrollment.
Our goal is to expand our figure drawing class offerings on the Main Campus	Three Years	Action taken	We offer one Foothill College Figure Drawing Art 4D in Winter 2012
The goal was to create a Saturday Once a Year Art High School Outreach Exposure at Foothill College geared to African American and Latino students.	Three Years	No actions taken. We did not make an effort to arrange any outreach programs, any counseling workshops to increase diverse student enrollment.	No plan in action

ART Department Annual Program Review 2011-2012

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Create a new studio art AA degree that articulates to the CSUS	1. short term goal	1. In Progress	1. Computation
2. Create and publish a “One-year class schedule”	2. short term goal	2. In Progress	2. Communication
3. Publish a quarter-by-quarter, two-year “Student AA Degree Planning Guide”	3. short term goal	3. In Progress	3. Communication
4. Review faculty schedules in both ART and GID and college wide block schedules	4. short term goal	4. In Progress	4. Communication
5. Close Captioning for all online video content on online classes.	5. long term goal	5. Need funding and time	5. Basic Skills
6. Plan and implement use of social media (blog, facebook)	6. short term goal	6. In Progress	6. Communication
7. Publish art exhibitions on campus and online including student & faculty exhibitions	7. short term goal	7. In Progress	7. Communication
8. Hold CCC confer meetings for online instructors in all art department meetings	8. short term goal	8. In Progress	8. Communication

ART Department Annual Program Review 2011-2012
Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Model Fund adequate to support 1 full on campus Figure Drawing course (Art4D)	\$3000	<u>Purpose:</u> Students draw from live models to gain technical drawing and painting skills. <u>Rationale:</u> Figure drawing supports transfer and completion of the AA degree in ART/Studio. All of the CSU Colleges articulate the Art 4D Figure Drawing Class.	B-Budget
Art Instructional Demo Materials Art 4A, 4B,4C, 4E, 19A, 5A, 5B , Art 4D, Art 47, and 20A and 20 B art kits– demo materials	\$ 1000	<u>Purpose:</u> for demonstrating materials that are used in class. <u>Rationale:</u> materials are part of the instructional demonstration process. It is critical for students to see first how specific techniques are handled in any given class.	B-Budget
Online Verbal Critique Software (2 Voicethread Subscriptions & 2 Screencast Jing subscriptions \$10 monthly per subscription)	\$480	<u>Purpose:</u> Voicethread and Jing Software is used to hold verbal critiques in an online class. <u>Rationale:</u> Verbal software allows for differently-abled students and assess in online classes.	B-Budget

ART Department Annual Program Review 2011-2012

Library Student Art Exhibition Display boards and materials	500\$	<p><u>Purpose:</u> to display student art work in three library art exhibitions in during the Winter and Spring quarter</p> <p><u>Rationale:</u> Student art exhibitions support one of our PLOS.</p>	B-Budget
Promotional materials	\$500	<p><u>Purpose:</u> promotional materials for a website, blog or online newsletter, posters advertisements.</p> <p><u>Rationale:</u> This is intended to create more interest in our department, improve enrollment and overall productivity.</p>	B-Budget

Facilities/Equipment Description		\$ Amount Related Goal from Table in section 3.3	
Installed Digital projectors or large format LCD screens in room 1602, 1601, 1802 for instructional support.	\$5000	<p><u>Purpose</u> These projection systems are critical to proper instruction now that the college no longer uses slide projection equipment. There is no proper computer or computer station in either 1601, 1602 or 1802.</p> <p><u>Rational:</u> with additional lecture hours added to our classes, being able to easily access art imagery during lectures in a must. These projectors have been requested for over 10 years and are critical to art classes that use imagery as a basis for instruction. This request was suppose to be part of the 2001-2002 measure C funding for the art department.</p> <p>Our class is a three hour lecture and 3 hour lab. We need to give 3 ours of digital lecture in all of our art classes. We are unable to provide lecture in these art rooms.</p> <p>It is critical that the college install and maintain proper instructional equipment in 1803 and 1601 and 1602. The instructors have been used one broken and out of</p>	Measure C

ART Department Annual Program Review 2011-2012

		<p>service projector for almost 10 years.</p> <p>Room: 1601 ceiling mounted multi media digital projector or wall mounted LCD screen. \$3000 to \$6,000</p> <p>2 portable (art department) projectors for use in rooms 1602 and 1802. \$2000 each + Total \$4,000</p>	
Install exhaust hood in ceramics glaze room 1803	\$ 2500	<u>Rational:</u> Mixing powdered glaze materials in an enclosed environment poses a health risk to students and staff.	
Repair Broken Easels	\$500	<u>Rational:</u> Students need Easels to make paintings and drawings.	

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Online Staff Member to close caption all online video content	\$1000	<p><u>Purpose:</u> To add close caption on all video content in online classes.</p> <p><u>Rational:</u>All online course materials must be ADA compliant.</p>	Lottery or Perkins

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	Internal Factors	External Factors
Strengths	<ol style="list-style-type: none"> The increase of online art offerings has increased 20% enrollment, productivity and success. 2009-2011 there is a 40% 	<ol style="list-style-type: none"> The art department now is having a reputation for having strong distant learning foundation program.

ART Department Annual Program Review 2011-2012

	<p>increase in productivity in our art department.</p>	
<p>Weaknesses</p>	<ol style="list-style-type: none"> 1. In the past we failed to hold monthly scheduled Department meetings. We are working hard to address this issue and understand the impact it has on our departmental duties. 2. We failed to fully understand transfer agreements in the past. 3. We offered confusing classes such as the S' and T' classes for many years. 4. We failed to receive adequate technology equipment in our design and art classrooms on the Foothill College campus . We are in great need of a working digital projector in both rooms 1601 and 1602. We are unable to show visual digital slides, Powerpoint presentations and Etudes website class demonstrations. 5. We failed to publish the year long schedule for students. 	<ol style="list-style-type: none"> 1. Our plan is to have focused agendas where we tackle a specific number or goals that are attainable within the given time frame. 2. We are in the process of reviewing the ASSIST articulation website. We plan to shape our foundation course and core art requirements to match transfer agreements in CSU/UC schools. We plan to remove any core and supporting courses from our curriculum sheets that do not fit an Arts/Studio AA degree. 3. In the academic year 2011-2012 we plan to deactivate the S' and T' half classes. These classes had low productivity and were confusing to the students and staff. 4. We have a reputation for offering hybrid classes. We are unable to teach these classes in our art rooms due to the poor and lacking technology. 5. We plan to publish our course offerings and improve our reputation.

ART Department Annual Program Review 2011-2012

Opportunities	<ol style="list-style-type: none"> 1. Faculty and student mentoring 2. Close Captioning all video content on all online classes 	<ol style="list-style-type: none"> 1. We have the opportunity to mentor students on campus and online. Mentoring students will only help students leave our program in two years, transfer into college and gain goals and plans. It will also retain students from diverse backgrounds. 2. We have a reputation for serving online students. Adding close captioning to all of our online art classes will make our online course ADA compliant and serve the needs of physically impaired and differently abled students.
Threats	<ul style="list-style-type: none"> • We removed repeatability in all of our studio art classes. Removing repeatability may be a threat to our productivity and enrollment. 	<ul style="list-style-type: none"> • Neighboring schools and CSUs with repeatability may impact our enrollment

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Historically the transfer acceptability of our classes has been stable, thus we have depended on the articulation officer to inform us if we need to make changes, and we listen to colleges that contact us. As a major function of our department is to transfer students to four-year programs our classes parallel those offered at same, and we are continually on the look out to notice changes in offerings as we see them in local and more distant college catalogs.

This year we may have critical issues regarding GE/CSU transfer acceptability with some of our core foundation art classes. This change may effect our class enrollment and productivity.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 Address the concerns or recommendations that were made in prior program review cycles.

1. Our goal was to increase the number of all students on the pathway to college and phasis on narrowing the gap among this population and historically underrepresented African American

Foothill College Program Review: <http://foothill.edu/staff/irs/programplans/>

ART Department Annual Program Review 2011-2012

and Latino groups , we proposed to create a series of outreach programs. We did not address this prior goals.

2. Department meetings will continue to focus on curriculum building and planning; this will entail designing the best ratio and sequencing of classes for both foundation and specialized classes. We plan to add CCCconfer to our department meetings to include all online and on campus instructors .

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- We offer a wide range of face-to-face, online, and hybrid courses to better serve a wide student population and that fit a variety of learning styles. We also feel our program provides student with the necessary skill to succeed academically and professionally. We will continue to offer and develop a range of traditional and specialized courses that reflect a rich and productive program.
- The increase of online art offerings has increased enrollment, productivity and success.
- Faculty will continue to develop professionally and stay current in the studio art practices and art education trends. This will be done by attending and presenting at national conferences, PDL leave research, and having meetings designed to create dialogue and theory exchange.
- Monthly meetings will continue to happen to meet faculty, program, and curriculum goals throughout the school year. Our plan is to have focused agendas where we tackle a specific number or goals that are attainable within the given time frame. We plan to hold the meetings on campus. We also plan to use CCConfer at the meetings to include all on campus and distance ed faculty members in decision making.
- In order to continue to become more productive as a department and to generate and maintain student interest we are presently developing marketing and promotional strategies. We have marked goals to further grow in this area:

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

- **This is an excellent, and very thorough program review.**
- **The ART Department has undergone a thorough self-evaluation and has made substantial changes over the past 3 years. These changes have dramatically improved their productivity and enrollment.**
- **They are the second highest productivity generators in the Fine Arts & Communication Division – during the period of this review, productivity increases 40% while using 21% less FTEF.**

6.2 Areas of concern, if any:

My only concern regarding this program is the facility. Art could expand and provide more enrollment and productivity for the division if there was at least one new classroom

ART Department Annual Program Review 2011-2012

available. The current facility is due for an electrical (lighting) overhaul and installation of multimedia equipment.

6.3 Recommendations for improvement:

This program has literally reinvented itself over the period of this review. I have no recommendations for further improvement. My comment to the Art faculty is “well done”.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College

Program (FA-ARTG) - Art General AA/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-ARTG) - Art General AA/CA - 1 - Students will be able to create two-dimensional and three-dimensional artwork and designs using appropriate tools, materials, methods and techniques.</p> <p>PL-SLO Status: Active</p>			
<p>Program (FA-ARTG) - Art General AA/CA - 2 - Students will be able to analyze and critically evaluate two-dimensional and three-dimensional creative projects using the current principles and language of art and design.</p> <p>PL-SLO Status: Active</p>			

Unit Course Assessment Report - Four Column

Foothill College Department - Art (ART)

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

The art program offers a range of foundation art courses. We offer Drawing I, II, III, Figure Drawing, Portrait Drawing, Color Theory, Basic Two-Dimensional Design, Three Dimensional Design, Ceramics, Print Arts and Book Arts. We offer on campus, hybrid and online art courses.

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

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART))	Assessment Method: Essay Assessment Method Type: Essay/Journal	09/23/2011 - vvvvv Result: Target Met Year This Assessment Occurred: 2010-2011	
Assessment Cycles: 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 2 - Analyze and Describe - A successful student will be able to Analyze and describe a single actual work of art in an in-depth essay utilizing specific art historical methodology, which focuses on the role of the viewer in creating meaning in a work of art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190 - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190 - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190 - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190X - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Art (ART) - ART 190X - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190X - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Y - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Z - DIRECTED STUDY - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Z - DIRECTED STUDY - 2 - Critique - Students shall be able to examine and organize formal components to best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 190Z - DIRECTED STUDY - 3 - Evaluation - Student shall be able to compile all works created during the term in order to assess technical growth. Student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 19A - PAINTING I - Paint Application - A</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>successful student will be able to paint a still life from observation using various oil painting applications. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of alla-prima or direct painting techniques, impasto application, under-painting and glazing applications in painting exercises.</p>	<p>10/14/2011 - Students in the Spring 2011 Painting I class used two different paint application methods. Students made one alla-prima or direct painting from observation from a still life. Students made one glazed application painting from observation from a still life.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 -</p> <p>In the academic year 2011-2012 students will expand the use of paint application methods. The instructor is providing a variety of online videos demonstrating impasto, palette knife, glazing, wipe out method underpainting techniques and alla prima brush application methods. Students are successful by seeing how to do the videos and also practicing these methods in homework assignments. The students are also analyzing paintings that use various paint applications. Students are understanding these new techniques by participating in book reading online class discussions. The instructor plans to review the paint application technique and quality of book reading discussions at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 19A - PAINTING I - Color Theory - A successful student will be able to paint a still life using color theory. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of tonal under-painting application, value, monochromatic color schemes, warm/cool color schemes and complimentary color schemes in painting exercises.</p>	<p>10/14/2011 - Students made two paintings during the quarter. Students focused on tonal underpaintings or monochromatic colors. In both exercises students added color to the paintings. The goal for the Fall quarter 2011 was to have students to have more practice mixing complimentary colors, color charts, color wheels and direct application of cool/warm color schemes.</p> <p>In the Fall quarter 2011 students are asked to expand the use of warm and cool colors and complimentary color schemes. Students are asked to practice making quick complimentary color</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>studies and also complimentary color charts. Students are also making color wheels.</p> <p>Color theory class discussions and book readings are more integrated into the class. Students are required to discuss, write and integrate color theory terms in the Painting I class.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Art (ART) - ART 19B - PAINTING II - Painting Styles - A successful student will be able to examine and integrate traditional and contemporary paint styles. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of traditional or contemporary paint styles and paint applications.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstration of traditional or contemporary paint styles and paint applications in painting exercises.</p>	<p>10/17/2011 - In the academic year 2010-2011 painting II students made copies of great works of paintings.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - In the academic year 2011-2012 paintings students will continue to make studies and copies of great works of paintings. The student is now asked to research, examine and discuss great works of paintings. The student now has a better understanding of the breath of painting from doing the academic research.</p>
<p>Department - Art (ART) - ART 19C - PAINTING III - Theme - A successful student will be able to create a series of paintings that express a personal point of view, a theme and personal content.</p> <p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of painting exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of personal themes, subject matter or content in a personal series of painting.</p>	<p>10/17/2011 - In the academic year 2010-2011 painting II students made personal creative works of paintings. Students had the freedom to pick their own subject matter.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - n the academic year 2011-2012 paintings students will continue to make a series of personal work. The student is now asked to research, examine and discuss great works of paintings that relate to their theme or subject matter.. The student now has a better understanding of the breath of painting from doing the academic research.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 19L - PAINTING LABORATORY - 1 - Technical - A successful student will be able to able to examine artist painting styles and historical movements. Student shall be able to competently employ and manipulate oil paints, oil paint mediums, and paint brushes. Students shall demonstrate observational capacities and hand eye coordination by painting from life. Students shall be able to employ paint tools such as brushes to achieve a variety of technical results: blending, flat paint application, edge definition, textures. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 19L - PAINTING LABORATORY - 2 - Evaluation - A successful student shall compile all works created during the term in order to assess technical growth. Student shall consolidate a portfolio style binder with documented works, personal statement, written reflection of each painting. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 19L - PAINTING LABORATORY - 3 - Critical Thinking - A successful student shall be able to identify successful as well as problematic areas in their work and in the work of their peers to pose and find successful solutions.</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 20A - COLOR I - 1 - Technical - A successful student shall recognize the components of color, hue, value, chroma, and identify appropriate usage, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage, learn how to handle image under different circumstances in all art classes, and these tools are taught by demonstration and display work in a professional manner through mounting, matting or other methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate technical expertise in the mixing, judging, & application & neatness of paint in a class project. Or if a student is using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% success in finding correct color and applying it without streaks by week 11.</p>	<p>12/02/2010 - At this point most students use the right mix of water to paint and can achieve smooth, matte results. More difficult is judging the color before it dries, as it will change. Work will improve with practice. Most students who work with digital media mix hues with use of layers, graduated color, and brushes at this point, and no longer ?click? for color</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: Would be helpful to make short videos demonstrating best methods.</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 2 - Principles - A successful student will construct charts and diagram properties of color through charting of mixtures, structure design projects according to principles of color harmony such as monochromatic, complementary, analogous, triads, dyads, tetrads and differentiate between pigment or subtractive color and refracted or additive color. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 12/01/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p>	<p>12/13/2011 - In-Person students generally exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Some students still have trouble finding a good balance between light/dark, saturation, and degree of complexity to get their message across. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active		<p>IL-SLO Reflection: Some hand-outs may need revision to give more clear instruction. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p>	
<p>Department - Art (ART) - ART 20A - COLOR I - 3 - Critique - A successful student shall be able to evaluate works and distinguish strengths or weaknesses. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p> <hr/> <p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and</p>	<p>06/07/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: -Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone writing skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>other students work.</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>		
<p>Department - Art (ART) - ART 20B - COLOR II - Technical - Students shall recognize the components of color, hue, value, chroma, and identify appropriate usage, recognize that the perception of color is not absolute but dependent upon the context in which it occurs, plan compositions that utilize line, contour, value, space, and with emphasis on good color usage and handle image under different circumstances in all art classes, and these tools are taught by demonstration. Students will be able to practice craftsmanship in using paint and brush, cut paper and glue techniques. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p>	<p>06/02/2011 - In-Person students generally (80%) exhibit good comprehension of basic principles and are able to apply methods to make color works of arts. Students have a grasp of simultaneous contrast implementation. Students continue to have difficulty in writing about the assignment and reflecting on the process, even though they may exhibit that understanding during verbal critiques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: Some hand-outs may need revision to give more clear instruction. Continue to develop ways for students to write clearly about color in a way that demonstrates their understanding of the process.</p>	
	<p>Assessment Method: Evaluate technical expertise in the mixing, judging, & application & neatness of paint in a class project; if using cut/paste method evaluate application and neatness; if using digital means, evaluate whether the student is using appropriate methodology to find color, rather than merely 'click' on a chart, and view the results.</p> <p>Target for Success: 80% present finished, high quality, neat works.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 20B - COLOR II - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Target for Success: 80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>		
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able to identify and name art from the broad variety of cultures covered by the course based on a comprehensive knowledge of style, function, and meaning. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three midterm exams. The student is required to identify a broad variety of artworks. The student is required to know the names, dates, and style of key works of art identified on the exam review sheets. In addition, the student will be able to write a descriptive paragraph about each piece detailing the meaning, significance, and use of each work of art.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student should be able to identify 85% of the images. They are required to know the name, date, style/period, and discuss the art in detail.</p>	<p>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:</p> <ol style="list-style-type: none"> 1. The average grade for this section of each exam increased dramatically from exam #1 to the final (on average a four-point increase for an objective section worth 35 points). 2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas. <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF</p>	<p>Assessment Method: This SLO is addressed by an essay question</p>	<p>10/14/2011 - This topic was specifically addressed in the first exam. The essay question was</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.</p>	<p>successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: I am currently looking for a new video series that is newer than the Legacy series (1989) we currently use for our lab discussions.</p>	<p>10/14/2011 - I think this is an important SLO. It requires students to bring together cause and effect in the development of a culture. This is a very important skill in our global economy as our students are expected to be ready to work around the globe. A thorough knowledge of different ways of seeing and doing (and why these traditions developed) gives our students a competitive edge. I will assess this SLO again in the fall of 2011 after spending more time with this issue in the class lectures.</p>
<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>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will earn a 12/16 or higher on the midterm essay or at least 60/70 on their term papers.</p>	<p>10/14/2011 - Ten students chose to answer the essay question related to this SLO on the first exam and the average score was 14/16 indicating a mastery of the subject matter. There were five term papers discussing Classical Athenian and the average grade was 61/70.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2AH -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a 10 page MLA formatted research paper. This SLO is also a possible subject for a short essay on the first midterm.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student should receive a 60/70 on the term paper or at least a 12/16 on the midterm.</p>	<p>10/14/2011 - The midterm results were very good with eight students addressing this question on the first exam and all eight receiving 13 or above. Four term papers addressed this question and the average grade was 59/70 (B). This was mainly due to the quality of sources.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>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>
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Relationship - A successful student will be able to Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO will be assessed based on student responses to essay question(s) on the second and third exams (Midterm #2 and Final) and the term papers that addressed this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16 or better on the essay.</p>	<p>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.</p> <p>The average exam grade for students who answered an essay question addressing this SLO was 13/16 which is above the average of 11/16 for all exam essay responses. This indicates that the students felt comfortable bringing economic and political factors together to better understand the art.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2B - HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 3</p>	<p>Assessment Method: The assignment directions for the Art 2B paper requires the student to supply a</p>	<p>10/14/2011 - 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- Bibliography - A successful student will be able to assemble and use an appropriate bibliography (works cited page) for the required term paper. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 1 - Analyze and Describe - A successful student will be able to analyze and describe specific works of art with reference to their social, political, and theological context. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Essay/Journal</p> <p>Target for Success: A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>10/14/2011 - All the students in Art 2BH for the Winter of 2010 addressed this SLO in every exam and term paper. The data is rich, but the average grade on the midterm essay for the class was 13/16 and the paper average was 60/70.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).</p>
<p>Department - Art (ART) - ART 2BH - HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE - 2 - Impact of Culture - A successful student will be able to Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle</p>	<p>Assessment Method: This SLO is specifically addressed by the essay question of the first midterm.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: The student should earn at least 12/16 on the short essay question.</p>	<p>10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>ages. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 01/04/2010</p> <p>End Date: 03/23/2010</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Industrial Development - A successful student will be able to critically assess, in written form, the impact of industrial development on both the production and consumption of art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 04/11/2011</p> <p>End Date: 06/28/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This is an incredibly important part of the course as it requires the student to synthesize historical facts, economic innovation, and political change.</p> <p>This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2</p>	<p>Assessment Method: As with the first SLO, this can only be</p>	<p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p> <p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the</p>	<p>or above. All seven exam essay responses received 12/16 or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>		
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Historical Periods - A successful student will be able to Identify and name the major art historical periods from the 16th to the 19th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is quite objective. It will be assessed in the identification section of the three midterm exams. In each exam the student will be responsible for 13-14 works of art. The student will be expected to not only name the piece and provide an approximate date, but also to discuss the piece within the context of the material covered by the lecture content and reading assignments. The exams will require the student to name the style/period and explain what is significant about that time.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will be able to correctly identify and name 8/10 works of art from the period 1600 - 1880.</p>	<p>10/14/2011 - This SLO featured on all three of the scheduled exams for Art 2CH. I was very happy to see that the students (the class started with 38 students) did very well on the objective part of their exams with an average score of 32/35. This indicates that they were able to comfortably identify the art according to period/style, date, and provide a written analysis of the meaning and context.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Contrast - A successful student will be able to contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This has to be assessed in written essay or short answer form and the possible questions will require the student to pull these three major factors together and analyze this change as expressed by artists in the 18th and 19th centuries. This general theme will also be a term paper option.</p> <p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p>	<p>06/22/2010 - 36 students took the second midterm that featured this as an optional essay topic. The seven students that chose this topic averaged 14/16 on the essay and typically wrote excellent, reasoned responses. Because this is an honors course, I especially wanted a very developed knowledge of the historical/economic/social context of the late 18th and early 19th centuries and the students seemed very comfortable with this content.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student will earn a 12/16 or higher on a short essay question dealing with this SLO.</p>		
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN ART - 1 - Identify and Analyze - A successful student will be able to identify and analyze within their socio-historical contexts a variety 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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2D - AFRICAN, OCEANIC & NATIVE AMERICAN ART - 2 - Ethnic/Cultural Heritage - A successful student will be able to evaluate and examine the role of ethnic/cultural heritage in your own life and in contemporary American society as a whole, based on an understanding of African, Oceanic, and Native American traditions (such as personal adornment, ancestor commemoration, etc.) discussed in Art 2D. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2E - A HISTORY OF WOMEN IN ART - 1 -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Evaluate and Discuss - A successful student will, by utilizing a chronological and thematic approach, evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2F - INTRODUCTION TO ASIAN ART - 1 - The Buddha - A successful student will be able to analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 01/03/2011</p> <p>End Date: 03/22/2011</p>	<p>Assessment Method: This SLO will be assessed with a short essay question in the second exam. The question (below) will be accompanied by a familiar image of the Buddha that the students will have seen in both their text and during the lectures.</p> <p>1. Just looking at this statue of the Buddha, can you identify any attributes (physical, symbolic, etc.) that are important.</p> <p>Assessment Method Type:</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>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<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 & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz Target for Success: There are at least 10 possible attributes/aspects of the Buddha's appearance that could be discussed. A student who can identify and analyze at least four attributes will receive 10/10 and the points scale will vary from there depending on the quality of the identification and analysis.</p>		
<p>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>Assessment Cycles: 2010-2011 2011-2012 2012-2013</p> <p>Start Date: 01/03/2011 End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The assignment directions for the Art 12 paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students must earn a 4/5 or better as per the paper assignment rubric.</p>	<p>10/14/2011 - This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography). Result: Target Not Met Year This Assessment Occurred: 2010-2011</p>	<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>
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 1 - Periods - A successful student will be able to recognize and name the major periods in Islamic culture (e.g. Umayyad, Ottoman, etc.) based on stylistic attributes as well as specific thematic indicators. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p>	<p>Assessment Method: The assessment strategy in this case will require the student to look at selected works of art and identify them according to culture/period. In this case, I will use multiple-choice questions mainly because we cover so much ground for each exam. The following is a typical question (A is correct).</p> <p>7. The Great Mosque in Damascus is generally considered to be one of the</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. 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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>great early statements in Islamic architecture. It was built for the first capital of the Islamic world during the _____ dynasty.</p> <p>A. Umayyad B. Abbasid C. Fatimid D. Mamluk</p> <p>The student demonstrates a knowledge of culture and historical context; ie. The Umayyads built the first capital of the Islamic world at Damascus in the late 7th/early 8th century.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: The student will be able to identify the style of a work of art in the context of a multiple choice exam.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <hr/> <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>Result: Target Met</p> <p>Year This Assessment Occurred: 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> <hr/>
<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> <p>Assessment Cycles: 2009-2010</p> <p>Start Date: 04/05/2010</p> <p>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO 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.</p> <p>The following sample essay question is from midterm #2.</p> <p>3. How did/do the Sufis express themselves and their understanding of Allah?</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students should receive at least a 7/10 on the exam/essay question that addresses this question.</p>	<p>06/22/2010 - All students answered 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 2H - AMERICAN ART - 1 - Social History - Utilizing "social history" as a methodological approach to the study of American art, successful students will identify and assess the significant artistic contributions of a variety of culturally distinct groups (e.g., Native American, European American, African American, Chicano/Latino, and Asian American) in the development of American art from prehistory to the present. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2H - 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>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 3 - MODERN ART & CONTEMPORARY THOUGHT - 1 - Identify and Assess - A successful student will be able to identify and assess the dominant styles (Cubism, Surrealism, etc.) in modern art based on their impact twentieth-</p>	<p>Assessment Method: I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay</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</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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>century culture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>questions and term papers.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.</p>	<p>SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <hr/> <p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>period (1905-1915).</p> <p>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 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience.</p> <p>Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915).</p>
<p>Department - Art (ART) - ART 3 - MODERN ART & 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>Assessment Cycles: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 02/14/2012 2:19 PM</p>	<p>Assessment Method: This SLO can only be assessed in the form of an essay.</p> <p>I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I</p>	<p>10/14/2011 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects. All essays addressing this subject received a 12 or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>12/14/2010 Course-Level SLO Status: Active</p>	<p>would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era. Assessment Method Type: Essay/Journal Target for Success: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</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. Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course. Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 1 - Technical - Student shall be able to competently employ selected medium(s) (wet media-oil, acrylic, watercolor paint; Dry media- charcoal, pastel, graphite; printmaking-etching, mono-print, silkscreen; ceramics, for mastery and exploration during the term. Student shall be able to select and utilize artist tools to develop mastery of media and communicate ideas. For example, if using brushes for painting, student will develop application approaches: sharp edges application, blending, creating textures. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 2 - Critical Thinking - Students shall be able to examine and organize formal components to</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>best express individual ideas and goals. Student shall be able to identify successful as well as problematic areas in their work in order to pose and find solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 35X - HONORS SPECIAL PROJECTS IN ART - 3 - Evaluation - A successful student shall be able to articulate and develop personal point of view analyzing works created during the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 1 - Analyze - A successful student will be able to analyze visual communication in historical and cultural context. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p>	
<p>Department - Art (ART) - ART 36 - HISTORY OF GRAPHIC DESIGN - 2 - Interpret - A successful student will be able to interpret images, symbols and typography. (Created By Department - Art (ART))</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. - GID 01: History of Graphic Design - ART 36: History of Graphic Design</p>	
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 44 - CERAMIC SCULPTURE - 3 - Create - A successful student will be able to create sculpture from a visual reference, and from their imagination. (Created By Department - Art (ART))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 1 - Concept - A successful student will be able to conceptualize and design original ceramic sculpture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 44L - CERAMICS LABORATORY - 2 - Methods - A successful student will be able to create ceramic sculpture by using additive and subtractive building methods, armatures, and use several techniques to create a finished surface for these works. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 1 - Techniques - A successful student will be able to The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 2 - Glazing - A successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45A - BEGINNING CERAMICS HANDBUILDING - 3 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three dimensional ceramic projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 1 - Techniques - A successful student will be able to The student will be able to demonstrate technical competency in basic handbuilding techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45AL - CERAMICS LABORATORY - 2 - Glazing - A</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>successful student will demonstrate technical competency in glazing these works by implementing glazing techniques demonstrated in class. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate proper construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through repetitious wheel throwing exercises concentrating on the six basic steps to wheel throwing competency, the student will be assessed on their ability to demonstrate technical proficiency in basic wheel forming techniques, and proper handle pulling / joining techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 2 - Finishing - The student will be able to demonstrate technical competency in finishing and trimming assigned works. A variety of trimming and finishing tools will be utilized throughout the course. Students will also grasp the historical significance of ceramic vessels, and gain basic knowledge of where clay comes from and how it is processed for use in the ceramics lab. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Through repetitious trimming exercises concentrating on tool selection, wheel speed, material consistency, and hand positions, the student will be able to demonstrate technical proficiency in basic pottery trimming techniques. Student progress will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 3 - Glazing - The student will demonstrate technical competency in glazing assigned works by implementing glazing and finish-firing techniques demonstrated in class. A variety of historical and contemporary glazing and finishing methods will be explored throughout the term. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Through repetitious glazing demonstrations and exercises, the student will be able to demonstrate technical proficiency in basic glazing techniques including pouring, dipping, spraying, and wax resist surface patterns. Student progress in glazing and finishing assigned projects will be assessed through daily observation, and individual / group critique.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45B - BEGINNING CERAMICS POTTER'S WHEEL - 4 - 3-D - A successful student will be able to demonstrate increased visual awareness by presenting and discussing three-dimensional ceramic objects created in class. Students will use proper terminology and discuss details such as form, line quality, function, craftsmanship, and glaze application. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Through the critique and presentation process, the student will gain increased visual awareness of line, form, function, and surface treatments of their finished works.</p> <p>Assessment Method Type: Observation/Critique</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 1 - Technical - The student will be able to demonstrate technical competency in basic wheel throwing techniques including centering, opening, gathering, collaring, pulling, and</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 45BL - CERAMICS LABORATORY - 2 - Finishing - A successful student will be able to demonstrate technical competency in finishing and trimming assigned works. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in and building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active			
Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45C - ADVANCED CERAMICS - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 1 - Handbuilding - The student will be able to demonstrate advanced technical competency in and building techniques including coil, slab, wafer and pinch methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 2 - Wheel Throwing - The student will be able to demonstrate advanced technical competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Art (ART) - ART 45CL - CERAMICS LABORATORY - 3 - Glazing - The student will be able to demonstrate advanced technical competency in glazing these works utilizing demonstrated techniques such as pouring, dipping, spraying, masking and layering. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45F - LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 1 - Firing Techniques - The student will be able to demonstrate technical proficiency in utilizing the five types of firing techniques including electric kiln oxidation, low-fire soda, luster/decal firing, raku, and pit/saggar firing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45FL - CERAMICS LABORATORY - 2 - Glaze - The student will be able to demonstrate the ability to glaze or prepare the surface appropriately for each type of firing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45L - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 1 - Skills and Concepts - The student will be able to work independently to improve ceramic skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 45LX - CERAMICS LABORATORY - 2 - Glazing - The student will be able to work independently to improve glazing skills and concepts introduced in the class that the student is currently enrolled. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 46B - POTTER'S WHEEL II - One - The student will be able to demonstrate increased visual awareness by creating, presenting and discussing three-dimensional ceramic projects.</p> <p>(Created By Department - Art (ART))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 46B - POTTER'S WHEEL II - Two - The student will be able to demonstrate intermediate level competency in wheel throwing techniques including centering, opening, gathering, collaring, pulling, and shaping methods. Students will also demonstrate intermediate level construction and joining techniques when applying handles, knobs, and sculptural additions to their wheel thrown projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 46B - POTTER'S WHEEL II - Three - Students will also grasp the historical significance of ceramic vessels, and gain basic knowledge of where clay comes from and how it is processed for use in the ceramics lab. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 1 - Various Papers - A successful student will be able to create art using transparent watercolor on various</p>	<p>Assessment Method: Evaluate use of cold pressed, hot pressed and rough watercolor paper</p> <p>Assessment Method Type:</p>	<p>10/23/2011 - Students are able to use the various listed watercolor papers by the end of the class in a variety of methods to create watercolor</p>	<p>10/23/2011 - No action is needed at this time</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>types of paper. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project</p> <p>Target for Success: demonstrated correct use of watercolor paper in a watercolor painting exercise</p>	<p>paintings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p>	<p>10/23/2011 - After viewing portfolios, students demonstrated that most of them learned to use correct watercolor paper methods. No action is required at this time</p>
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 2 - Materials - A successful student will be able to use artists materials to create watercolor paintings. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In class activity projects, homework projects</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Portfolio and visual successful completion of watercolor projects Proper use of brushes as demonstrated on paper Proper use of watercolor media as demonstrated on paper</p>	<p>10/23/2011 - Students need additional practice but overall the course goals are met for the beginning level students</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add additional in-class assignments that concentrate on brush use and watercolor mixing exercises</p>
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 3 - Basic Techniques - A successful student can apply basic watercolor techniques in painting. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Visual review of student work</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Correct use of watercolor glazes using color and water and brushes</p>	<p>10/23/2011 - Students have beginning levels of understanding of watercolor methods at the completion of the first level of the class</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add intermediate and advanced levels of watercolor classes to improve student success</p> <p>10/23/2011 - Add an intermediate and advanced levels of this class to improve student overall success with watercolor</p>
		<p>10/23/2011 - Most students need additional practice to achieve better control of watercolor wash and glaze techniques.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add additional exercises to include specific glaze and wash techniques for all students that can be viewed by instructors during lab</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 47 - WATERCOLOR - 4 - Composition - A successful student can use color and design principles to develop basic compositions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Visual review of student work in class and from homework</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students demonstrate that they understand and use several basic methods of composition including symmetry, balance, asymmetry, repetition and harmony in this beginning class.</p>	<p>10/23/2011 - Basic compositions in Watercolor require a greater understanding of overall 2D design principals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add additional composition modules to overall lesson plan</p>
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 1 - Define - A successful student will be able to define monoprint and monotypes. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p>
<p>Department - Art (ART) - ART 49 - MONOPRINTING - 2 - Create - A successful student will be able to create monoprints. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 48: Monoprinting = ART 49: Monoprinting</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	This course is cross-listed. Please reference GID Course. - GID 48: Monoprinting - ART 49: Monoprinting	
Department - Art (ART) - ART 4A - DRAWING I - Value - A successful student will be able to observe, identify and apply the logic of light and shadows in a representational drawing. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing. Assessment Method Type: Class/Lab Project Target for Success: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise	10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half tones, highlights, form shadows, core shadows, reflected light and cast shadows in chiaroscuro charcoal drawings. In every class exercise, students were successful rendering a drawing with the logic of light. Students were also successful using chiaroscuro vocabulary and terms in class verbal and written class critiques. Students were successful identifying the terms in drawing presentations. Result: Target Met Year This Assessment Occurred: 2010-2011	10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings. The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.
Department - Art (ART) - ART 4A - DRAWING I - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic principles and elements of design, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012	Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing. Assessment Method Type: Observation/Critique Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design	10/17/2011 - Students were successful using reasoned judgements based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion. Students needed more practice writing in the class. Result: Target Met Year This Assessment Occurred: 2010-2011	10/17/2011 - The plan is to have students have more practice writing in the design class. Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>principles, expressive content and technical mastery in a class drawing critique or art discussion.</p> <hr/> <p>Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of drawing.</p>	<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students participated in class critiques and participated in lab drawing activities. Students were lacking writing skills. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have a more understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>reasoned judgements in class critiques and class discussions. Students will include more drawing vocabulary in all discussions.</p> <hr/> <p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 4B - DRAWING II - Color Drawing - A successful student will be able to observe, identify and apply color theory in a representational pastel still life drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of monochromatic, analogous and complimentary color schemes in a color pastel drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of tints, tones, shades and color schemes in a pastel drawing exercise.</p>	<p>10/17/2011 - Student in the academic year 2010-2011 were successful using tints ,tones, shades and color schemes in a pastel drawing exercise. Students were asked to make a monochromatic and red/green complimentary color scheme still life drawing.</p> <p>In the academic year 2010-2012 students will be using tints, tones, shades and color schemes in drawing exercises. Students will also be asked to</p>	<p>10/17/2011 - Th instructor will review at the end of the academic year 2012 and see if the student work has more advanced level color theory.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>make a orange/blue and/or purple and orange color scheme drawing. Students will now look at great works of drawings that focus on pastel technique and color theory. Students are now asked to participate in book reading discussion and class written or oral critiques.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 4B - DRAWING II - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic design principles, technical mastery and expressive content in class pastel drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in a color pastel drawing.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: demonstrated correct use of reasoned judgments based on aesthetic design principles, color theory, logic of light and shadow, expressive content and technical mastery in a class drawing critique or art discussion.</p>		
	<p>Assessment Method: Evaluate use of color theory, logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of color drawings.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Demonstrated correct use of reasoned judgments based on color theory, aesthetic design principles, logic of light and shadow, expressive content and technical mastery in a class art discussions of great works of color drawings.</p>	<p>10/17/2011 - In the academic year 2010-2011 the students used reasoned judgements in class critiques. Students were able to discuss design principles, the logic of light and shadows, some expressive content and technical mastery in class discussions.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.</p> <p>In the Academic year 2011-2012 students are now asked to leave 5-10 comments next to 5-10 other students. The students are given</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			<p>specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique.</p> <p>Students are also asked to read and examine great works of drawings in class discussions.</p> <p>The instructor plans to review the class discussions at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 4C - DRAWING III - Theme - A successful student will be able to create a series of drawings that express a personal point of view, a theme and personal content. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of a theme that express a personal point of view and personal content in a series of drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of personal themes, subject matter or content in a personal series of drawings.</p>	<p>10/17/2011 - Students in the Academic year 2010-2011 made work that focused on personal content.</p> <p>Students in the Academic year 2011-2012 are now asked to create a series of drawings that have a consistent theme and personal content. Students are also asked to read more advanced level drawing books that show examples of contemporary drawings and drawing series. Students now participate in book reading and slide/lecture discussions. Students research drawings and have a better understanding of the breath of drawing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - At the end of the academic year 2012, the instructor will review the class discussions and drawing series. The instructor will reflect and see if there is more consistent themes in the drawing work.</p>
<p>Department - Art (ART) - ART 4C - DRAWING III - Drawing Critiques - A successful students will be able to use reasoned judgments based on aesthetic</p>	<p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in class</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>design principles, technical mastery and expressive content in class drawing critiques and art discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>critiques.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in a class critiques</p>		
	<p>Assessment Method: Evaluate use of the design elements and principles, technical mastery and expressive content and cultural context in great works of contemporary drawings</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content, technical mastery and cultural context in great works of drawings.</p>	<p>10/17/2011 - In the Academic year 2010-2011 students participated in weekly class critiques. Students were asked to write a self reflection. Students were also asked to write a critique and give constructive feedback to one other students. The instructor found the students needed more practice giving feedback in class critiques.</p> <p>In the Academic year 2011-2012 students are now asked to leave 5-10 comments to 5-10 other students. The students are given specific guidelines on class critiques. Students must write a one page critique, use drawing vocabulary and also correct and revise the drawing from the class critique.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/17/2011 - The instructor will review the class critiques at the end of the academic year 2012. The instructor plans to increase the amount of participation requirements in this class. The instructor will also add more advanced level book reading to encourage students to learn how to participate in class critique.</p> <hr/>
<p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Figure Proportion - A successful student will be able to measure the correct proportion in a figure drawing. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrate use of human proportion, sighting skills, hand-eye coordination and anatomy in figure drawing exercises.</p>	<p>10/17/2011 - The full unit figure drawing class was not offered during the academic year 2010-2011.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - The art department will offer one full class of figure drawing during the academic year 2011-2012.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 4D - FIGURE DRAWING - Portfolio - A successful student will be able to sort and select drawings based on gesture, proportion, composition and degree of finish in a portfolio. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstrate use of line, gesture, expression, composition, proportion and degree of finish in a portfolio of figure drawing exercises.</p>		
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Facial Proportion - A successful students will be able to measure and sketch correct facial proportions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial measurements and rules of facial proportion in a portrait drawing.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of facial proportion in a portrait drawing exercise.</p>	<p>10/17/2011 - Students were successful sketching and measuring facial proportion in drawing exercises during the academic year 2010-2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - Students plan to continue to practice facial proportion in the academic year 2011-2012. Students will have more advanced level portrait drawing books.</p>
<p>Department - Art (ART) - ART 4E - PORTRAIT DRAWING - Drawing Critiques - A successful students will be able to use reasoned judgments based on technical mastery, expressive content and facial proportion in portrait drawing critiques or class discussion. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of facial proportion, expressive content and technical mastery in a portrait drawing critique.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of facial terminology, examination of expressive content, technical mastery and facial proportion in a portrait drawing critique.</p>		
<p>Department - Art (ART) - ART 4F - LANDSCAPE DRAWING - Preliminary</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Planning - Students will be able to accurately sketch landscapes in the preliminary planning steps. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 4F - LANDSCAPE DRAWING - 2 - Proportion - Students will be able to measure proportions by hand-eye coordination and pencil and arm length. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 56 - DIGITAL ART & GRAPHICS - 1 - Design Principles - A successful student will be able to demonstrate an understanding of basic design principles of visual image making. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 56 - DIGITAL ART & GRAPHICS - 2 - Software - A successful student will be able to demonstrate a working knowledge of computer software. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Elements and Principles - A successful student will be able to use design principles and elements effectively in design projects. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles and elements in design projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Demonstrated correct use of design concepts, design elements and principles in design exercises.</p>		
<p>Department - Art (ART) - ART 5A - BASIC TWO-DIMENSIONAL DESIGN - Design Critique - A successful students will be able to use reasoned judgments based on technical mastery and design principles and elements terminology in design critiques and design discussions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of reasoned judgments based on the design principles and elements and technical mastery in a design critiques and class discussions.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Demonstrated correct use of design terminology and reasoned judgments in a design critiques and class discussions.</p>	<p>10/17/2011 - Students were successful using some design terminology and reasoned judgements in design critiques and class discussions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - Students have specific design vocabulary review definitions on each class discussion online hand out. Student in the academic year 2010-2011 are now asked to leave 10 or more comments in all class critiques. Students must participate for 3 hours lecture time in all basic two dimensional design classes. The instructor plans to review the book and critique lectures/discussions a the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 1 - Organization - A successful student will be able to organize elements in three dimensions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Instructor will review 3D completed lab constructed specific projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: A successful student will present several projects that are constructed in 3D for</p>	<p>12/11/2011 - Students are able to present completed 3D lab projects for class presentation. Projects were generally consistent with class outcome goals for projects.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/11/2011 - Include smaller projects to allow students to improve in organizational skills to create 3D projects</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>presentation complete with written documentation.</p>	<p>Resource Request: Room 1601 needs a complete new projection system for instructional use</p>	<p>12/11/2011 - Students can improve in this class with practice. Each project increases student level of success. Multiple simple projects will add to student success rather than larger complex projects.</p>
<p>Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 2 - Evaluate - A successful student will be able to evaluate art works in three dimensions using objective criteria. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will participate in class discussions to evaluate art works</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students will use correct terminology to evaluate art works in 3D.</p>	<p>12/11/2011 - Student need to use more formal terminology to discuss projects</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Projection system in classroom</p> <p>IL-SLO Reflection: Improved projection systems will allow instructor to review works online and use repetitive image critiques to enhance student understanding of language needed to review works.</p>	<p>12/11/2011 - Add more image review to classroom lectures that students can evaluate.</p>
<p>Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 3 - Construct - A successful student will be able to use various methods to construct forms in three dimensions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor review of lab assigned lab projects.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Successful presentation of 3D projects using a variety of methods and materials.</p>		
<p>Department - Art (ART) - ART 5B - THREE-DIMENSIONAL DESIGN - 4 - Diagram - A successful student will be able to diagram three dimensional objects in two dimensional</p>	<p>Assessment Method: Review of lab projects in formative stages to include sketches, diagrams and layouts.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>drawings. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Class/Lab Project</p> <p>Target for Success: Presentation of sketches, diagrams and layouts that illustrate 3D projects in 2d format.</p>		
<p>Department - Art (ART) - ART 5L - DESIGN LABORATORY - Inactive - Inactive (Created By Department - Art (ART))</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 1 - Technical - A successful student will be able to demonstrate neat, technical expertise in the use of mixed media. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 06/07/2011</p> <p>End Date: 06/07/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Portfolio review for this SLO emphasizes problem solving solutions and their success utilizing multi-media</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students use at least 3 or more methods in combination by the end of the quarter.</p>		
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 2 - Implementation - A successful student will be able to arrange art works according the elements of point, line, shape , value, color, texture, and mass, and the principles of harmony , variety, balance, proportion, dominance, movement, economy, space. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate color terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>80% of students receive a B- or better on the projects and writings.</p> <p>Assessment Method: Students hand in a portfolio of all works at least twice during the quarter; each assignment is accompanied by written observations about the process and results using appropriate composition terminology. Work is graded on how successfully it adheres to guidelines, problem solving, and creativity; included writing is evaluated according to the degree it demonstrates: understanding of concepts, and critical thinking.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: (80%) exhibit good comprehension of basic principles.</p>		
		<p>12/13/2011 - In-Person students (about 80%) generally exhibit good comprehension of basic principles and are able to apply composition methods to create artworks. Some students still have problems simplifying, and applying asymmetry vs generally ingrained centered-symmetrical compositions. In my opinion the online class still has a harder time grasping some concepts, but generally most students do well. A minority of students in both classes write/reflect well on their own works, and this needs continued development of procedures and instruction that will help students both be able to comprehend and discuss art fully. This coursework is difficult and is harder for online students & results in some 'drops.'</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>Some hand-outs may need revision for increased understanding. This quarter "knowledge" quizzes accompanied each Etudes lecture (available to in-person students also) so they might test their understanding before they proceed with application of the art assignment.</p>	
<p>Department - Art (ART) - ART 6 - COLLAGE & COMPOSITION - 3 - Critique - A successful student will be able to evaluate works and distinguish strengths or weaknesses and demonstrate willingness to hear constructive feedback. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 06/02/2011</p> <p>End Date: 06/06/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% participation without "calling" on students. Ability and willingness to use correct terminology and demonstrate critical thinking.</p> <hr/> <p>Assessment Method: Students are graded using a point system during a critique in-person or online. Grades are assessed by the quality and quantity of their responses regarding their own and other students work.</p>	<p>12/13/2011 - In-person students (generally learn how to critique others' works in a constructive manner and many, but not all are able give good advice. Many are quite shy and need prompting and help in the form of "leading" questions in order to participate fully. Online students vary greatly depending upon their comfort level in sharing opinions; some are able to give excellent advice and they use the lessons and terminology; others may lack writing & critical thinking skills. In general, in-person classes have 100% participation, while online less-so, about 95% participation with less than half of that excellent quality.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: Need to continue to develop methods to encourage online participation. One method is to move to verbal participation software, but I would rather stick with written reflections, as I think students need to hone writing skills.</p>	<p>12/13/2011 - Try to establish other ways for students to communicate other than in all-class critique, or writing, perhaps introducing small group interaction.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Target for Success: ---80% participation with some students demonstrating excellent, and a majority of at least average skill in using verbal & critical thinking skills and correct terminology.</p>		
<p>Department - Art (ART) - ART 69 - PRINT ARTS I - 1 - Tools and Techniques - A successful student can demonstrate use of the tools and techniques associated with a variety of print medium. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <hr/> <p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <hr/>
<p>Department - Art (ART) - ART 69 - PRINT</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>ARTS I - 2 - Indirect Medium - A successful student will be able to understand the process involved in developing images in an "indirect" print medium. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>
<p>Department - Art (ART) - ART 69 - PRINT ARTS I - 3 - Discussion - A successful student can discuss the aesthetic and technical problems and solutions involved in printing original multiples. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I</p>	
<p>Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 1 - Technical - A successful students shall be able to produce original, digital or photographic documentation of their artwork. This may include an advertisement for an art event, a slide sheet, or a website with digital images or a physical portfolio of original works. Students shall be able to copy the steps in the application process and apply these steps to a finished packet. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Group peer and instructor review of final portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: A successful student will produce a physical, digital or photographic portfolio of their artwork including cover letter, bio, and all support documentation.</p>	<p>12/11/2011 - Students created original portfolios using all means at their disposal. They created both physical and digital and photographic record of a body of content aligned with program and course goals.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/11/2011 - No changes or course adjustments are needed at this time</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Art (ART) - ART 72 - STUDIO ART PORTFOLIO PREPARATION - 2 - Knowledge - A successful student shall be able recall previous art experience in an artist biography. Students shall be able to assemble contents in a application packet and portable portfolio. The cover letter, artist statement, artist resume' and bio, and original photographic images of studio artwork are contents in this application packet. Students shall be able explain a personal artist intention in an artist statement. (Created By Department - Art (ART))</p>	<p>Assessment Method: Portfolio review will be used to determine student success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create a written cover letter, artists bio and resume' and full final portfolio for review and display either in person or online delivery</p>	<p>12/11/2011 - Students were able to produce fully realized portfolios in both digital and physical format. Teaching this course in face to face, hybrid and full online presents a successful option for reaching higher enrollment goals. Students choose multiple methods for learning in this class and no one method works for all students given the new technologies currently available to students.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/11/2011 - No changes or adjustments are needed at this time.</p> <hr/>
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 1 - Volume - A successful student will be able to draw from nature representing volume according to the principles of perspective. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Both weekly assignments and end of course portfolio review of perspective drawings will be used to determine students learning outcomes in this area.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create drawings using value drawing in addition to standard perspective drawing methods to add visual volume to 2 D assignments</p>	<p>12/11/2011 - This course has not been taught is this cycle. Review will occur when the course is taught again.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/11/2011 - None needed at this time. Course not taught due to cutbacks.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 2 - Perspective Views - A successful student will be able to understand one point, two point and three point perspective views from nature. (Created By Department - Art (ART))</p>	<p>Assessment Method: Portfolio review will determine if students understand 1-2 and 3 point perspective drawings</p> <p>Assessment Method Type: Portfolio Review</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Student portfolio will include successful drawings as examples of 1-2 and 3 point perspective drawings.</p>		
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 3 - Tools - A successful student will be able to use rules, pencils, triangles and other drawing tools to create one point, two point and three point perspective views from nature. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Portfolio review will determine student success in use of tools to create 1-2-3 point perspective.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to use drawing materials, pencils, charcoal, rulers, triangles and visual observation to draw 1-2-3 point perspective in creating drawings for portfolio review</p>		
<p>Department - Art (ART) - ART 8 - BASIC PERSPECTIVE DRAWING - 4 - Analyze - A successful student will be able to analyze perspective in nature. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Instructor will student drawings during and at end of the course to determine success</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Students will be able to create correct perspective drawings from nature.</p>		
<p>Department - Art (ART) - ART 80 - MURAL MAKING: COMMUNITY ART PROJECT - 1 - Technical - A successful student shall be able to examine all necessary steps in the creation of a mural: preparation of wall, measuring and making a grid, transferring design to wall, painting design. Student shall be able to employ acrylic paints to execute idea on given wall: techniques include blending, flat paint application, brush control and handling. (Created By Department - Art (ART))</p>	<p>Assessment Method: Class projects will be evaluated for technical skills.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Students will be able demonstrate all of the methods listed in the CL SLO in the creation of murals.</p>	<p>12/11/2011 - This course has not been taught in 4 years</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: projection equipment in classroom 1601</p> <p>IL-SLO Reflection: This course has not been taught in 4 years</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 80 - MURAL MAKING: COMMUNITY ART PROJECT - 2 - Critical - A successful student shall be able to revise drawings created in initial concept phase (through brainstorm drawings, concept sketches) as well as mural painting phase to fit overall group concept. Student shall be able to organize images within a composition to fit site specific wall in order to achieve a unified result. (Created By Department - Art (ART))</p>	<p>Assessment Method: Instructor will evaluate class projects to measure individual students progress</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Students will be able to revise and complete mural projects through critical analysis of preliminary plans, layouts, composition and the demonstrated use of organizational skills.</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 80 - MURAL MAKING: COMMUNITY ART PROJECT - 3 - Communication - Student shall value and discern specific cultural and artistic styles to further inform their work. Student shall be able to name and identify mural tradition terminology both verbally and in written form. (Created By Department - Art (ART))</p>	<p>Assessment Method: Students will participate in classroom and on-site analysis of project and professionally created mural works.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students will use current terminology to discuss and to write about cultural styles and artistic merit of specific murals</p>		
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 1 - Business - Students can demonstrate an understanding of the business of a graphic designer. (Created By Department - Art (ART))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 2 - Client Needs - Students can work with clients to define communication needs and find appropriate design solutions. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 3 - Software - Students can demonstrate a working knowledge of digital media computer software and print output. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 83 - SERVICE LEARNING PROJECTS - 4 - Community - A successful student will develop an understanding how serving one's community contributes to society. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Art (ART) - ART 86 - PAINTING WITH THE COMPUTER - 1 - Software - Successful students will</p>	<p>Assessment Method: Review of computer painting assignments</p> <p>Assessment Method Type:</p>	<p>10/23/2011 - Students can create computer paintings given enough time to explore and and learn the software and hardware</p>	<p>10/23/2011 - Advise students to enroll in additional software training</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>demonstrate familiarity with interactive computer painting software. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Class/Lab Project</p> <p>Target for Success: Student creates 6 or more digital paintings using digital painting software</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>to increase awareness and skills in creative computer painting techniques</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 86 - PAINTING WITH THE COMPUTER - 2 - Painting Operations - Successful students demonstrate a working knowledge of various computer painting operations. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Review of painting projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Student demonstrates at least 12 digital painting operations during the class</p>	<p>10/23/2011 - Most students can create at least 12 digital paintings during the class. Many create more then 12 images</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Allow students more practice time in class and assist with software and hardware training methods.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 86 - PAINTING WITH THE COMPUTER - 3 - Create/Manipulate - Successful students demonstrate skill in creating and manipulating visual materials. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Review of digital paintings in student lab work</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Student can create different genre of works in digital painting with a variety of tools and equipment</p>	<p>10/23/2011 - Students can create digital paintings using variety of materials and hardware in a variety of genre by the completion of the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Request additional software and hardware updates to increase student learning outcomes.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 86 - PAINTING WITH THE COMPUTER - 4 - Diversity - Successful students demonstrate understanding of artistic contributions made by people from diverse cultures and backgrounds (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Research and review projects</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Student successfully researches and reports on a variety of artistic contributions made by diverse artists</p>	<p>10/23/2011 - Students enjoy researching other professional digital artists. The research leads to a greater understanding of the career of digital art and design and allows students the opportunity to expand their own skills and creative concepts</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>10/23/2011 - Add additional projects that involve the use of professional artists from the digital sector.</p> <hr/>
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 1 - Roots - Successful students recognize the roots of technological art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 2 - Influences - Successful students are aware of specific influences in the history of electronic art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 3 - Styles - Successful students compare and contrast styles of technological and electronic art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 87 - ART OF THE ELECTRONIC AGE - 4 - Techniques - Successful students define specific techniques that have emerged in modern electronic art. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Art (ART) - ART 9 - TRADITIONAL ART MATERIALS - 1 - Materials and Media - A successful student will be able to identify a variety of materials and media traditionally used by artists: oil paints, encaustic, pastels, oil paint, tempera, fresco. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 9 - TRADITIONAL ART MATERIALS - 2 - Process - A successful student will be able to calculate, process, mix and make traditional art material such as oil, encaustic, pastels, tempera paint and oil paint. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 96 - BOOK ARTS I - Binding - A successful student will be able to construct and bind books with various bindings styles including: stab binding, coptic binding, accordion/concertina binding and box/portfolio construction. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>		
		<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p> <p>Result:</p>	<p>12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>Target Met Year This Assessment Occurred: 2011-2012 IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I</p>	<hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/> 12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I <hr/>
Department - Art (ART) - ART 96 - BOOK ARTS I - Content - A successful student will be able to produce content for books. (Created By Department - Art (ART)) Assessment Cycles: 2011-2012 Course-Level SLO Status: Active	Assessment Method: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I Assessment Method Type: Class/Lab Project Target for Success: This course is cross-listed. Please reference GID Course. GID 38: Print Arts I = ART 69: Print Arts I	12/11/2011 - This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I Result: Target Met Year This Assessment Occurred: 2011-2012 IL-SLO Reflection: This course is cross-listed. Please reference GID Course. GID 90: Book Arts I = ART 96: Book Arts I	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up