

Annual Instructional Program Review Template for 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

Basic Program Information

Department Name: **Art History**

Program Mission(s): The Art History program prepares students for upper division study at other institutions and provides fundamental training in world art studies. The Art History faculty are intensely involved in their disciplines and are professionally dedicated to promoting each student's understanding of the place of art in history. The study of Art History provides the student with an awareness of art, economic, political, religious, and social history, a heightened sensitivity to art-related issues, and the ability to think critically about art & art history. Knowledge of Art History engenders a heightened understanding of history, a familiarity with the major issues in human cultural development, and exposure to the artistic expressions of varied cultures and civilizations.

Program review team:

Name	Department	Position
Simon Pennington	Art History	Associate Professor
Robbie Reid	Art History	Professor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Art History	A.A.	90
Art History Certificate of Achievement	C.A.	48

*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.

Section 1. Data and Trend Analysis

1.1. 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
Art History AA Degree	0	0	1	100%
Certificate of Achievement	0	0	1	100%

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

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Certificate of Specialization	0	0	0	0%

We are currently reviewing the Certificate of Specialization and might withdraw it this year.

1.2 Department Data (ATTACHED)

Department Course Data (ATTACHED)

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1	495	578	65%	614	776	67%	465	814	66%
Ex. ART 2A	96	1,186	69%	64	1,054	66%	124	1.063	67%

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.

The Art History program is currently very productive. Art 3, Art 2A, 2B, 2C, 1, 2E, 12, and 14 are all offered each year and Art 2AH and 2BH are offered every other year. In addition Art 1, 2E, and 14 have been offered online for over seven years and Art 2A and Art 2B were introduced online in the 2010 – 2011 academic year. The Art History department served 1038 students in the 2010 – 2011 academic year (including summer). The enrollment trends indicate that art history classes are currently in high demand. Our numbers/productivity will also increase next year as renumbered classes (Art 12, 13, 14) should increase in enrollment due to renumbering.

Annual Instructional Program Review Template for 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

The Art History department awarded one A.A. degree in 2010 – 2011 up from zero in the pervious two years. We expect to award two degrees in the 2011 – 2012 academic year. Based on the number of Art History majors, this total should increase over the next two years. One certificate was awarded in 2010 – 2011.

- b. Local, non-State approved certificates

2008 – 2011 zero non-State approved certificates were awarded in 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.

2008 – 2011 No Certificates of Specialization were awarded in Art History

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 department at Foothill is very productive. Art 1, 2A, 2B, 2C, 2AH, 2BH, 3, and 2E all average over 546. Art 12, 13, and 14 have been renumbered 2F, 2G, and 2H respectively and should also see an increase in productivity in the 2012 – 2013 academic year.

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Succ ess	Enrol l.	Pro d.	Succe ss	Enr oll.	Pro d.	Succe ss
ARTF001	495	578	65%	614	776	67%	465	814	66%
ARTF02A	96	1.186	69%	64	1.054	66%	124	1.063	67%
ARTF02H				47	844	97%			
ARTF002 B	58	955	62%	87	939		191	908	
ARTF002 C	102	494	74%	55	906	71%	53	716	66%

Annual Instructional Program Review Template for 2011-2012

ARTF002 CH	20	329	100%	34	560	100%			
ARTF002E				35	346	46%	31	557	68%
ARTF003	30	263	63%	39	642	67%	53	874	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?)

As mentioned above Art 1, and Art 2A – 2E, and Art 3 all average between 557 and 1186 in productivity. Art 12, 13, and 14 have traditionally experienced lower enrollment. We feel this is because students do not actually see the courses in the new electronic format (they have to scroll past Studio Art courses to find these classes). Art 12, 13, and 14 have been renumbered Art 2F, 2G, and 2H and we expect enrollment to increase dramatically in 2012 – 2013. We want to offer these courses to maintain our degree and offer a diverse selection of courses to properly reflect our aim to offer World Art studies and not just European Art History. These courses also serve an increasingly diverse student body.

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?

Our active CORs are currently Title 5 compliant. All courses are reviewed every year and all prerequisite classes are reviewed for compliance as well. Two courses (Art 12 and 13) use older texts (1999 and 2003 respectively), however, they reflect the fact that appropriate texts have not been produced/updated in the last five years. These texts (Art 12/Art 13) will be updated as soon as new editions are published.

All online sections are currently being reviewed to conform to both Title V and ADA requirements. For instance, we are currently labeling all online images as per ADA regulations.

Art 66 has been deactivated.

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

The Art History program is currently operating on a two-year cycle so that students can complete the required core courses for degree completion as efficiently as possible. In addition our courses are offered to support the broader range of degrees in the Art department as well. All Art History classes support the development of basic skills and transfer to UC and CSU universities. We are currently looking at developing a State approved Art History Transfer Degree. Art 1 is offered at least nine times a year to support the Foothill

Annual Instructional Program Review Template for 2011-2012

GE pattern and Art 2A, 2B, and 2C are offered once in person and 2A and 2B are also offered online. Art 2E, 3, 12, 13, and 14 are all taught once, but we feel we could teach Art 12 (now Art 2F) Art 14 (now Art 2H) at least twice a year.

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

No Foothill Art History courses overlap. All our courses support the A.A. degree and certificates, and are transferable to UC/CSU and most private universities.

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

Our current curriculum sheets reflect the development of our discipline over the last 20 years. We update and amend our curriculum every year as necessary based on new publications and approaches in the published literature. Increasingly, our students are expected to demonstrate an understanding of different cultures/traditions. This reflects the movement away from a Euro-centric canon. Our department is truly a World Art Studies department.

- e. 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 History courses have two SLO'S. All courses have Program-Level SLOs in the Tracdat database apart from the following:

Art History Instructor on PDL leave for Fall 2011.

Art 1: Introduction to the Arts

Art 2D: African, Oceanic & Native American Art

Art 2E: History of Women in Art

Art 14: American Art

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

Art History courses at Foothill support the Basic Skills initiative in reading, writing, and critical thinking.

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

All Foothill Art History courses are CSU/UC transferable. The significant majority of students who take Art History classes at Foothill are fulfilling GE requirements for transfer or A.A. degree requirements.

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. Simon Pennington is currently discussing the possibility of having Art History majors intern at the Palo Alto Art Center; this will provide our students with valuable experience in arts education and curatorial management.

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. Only the first two columns have been completed. A more thorough analysis of the data will be conducted as we move forward with the SLO cycles in Tracdat.

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

Please see PL-SLO attachment.

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Based on the Course Level SLOs assessments thus far, it would appear that the SLOs are being met. The major challenge is that students entering Foothill College are increasingly unprepared to thrive at the college level. We have noticed an improvement in the quality of the term papers (linked, we feel to the increased emphasis on preparation). The next assessment cycle will allow us to fully review the data and amend our program as necessary.

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

The data from 2010 – 2011 informed certain changes this year. We have already begun to spend more time debriefing each class after their midterm exams. We also offer writing workshops in the scheduled Lab hours. We expect improvement in the preparation, writing, and research of the assigned term papers and will assess these changes in the next cycle of assessment.

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

Annual Instructional Program Review Template for 2011-2012

The CL-SLOs accurately reflect the skills necessary for the successful completion of all Art History courses at Foothill. In addition, they were written to reflect realistic standards required for success at UC and CSU schools. Students who pass Art History courses with a C or above are meeting the expected standards and B and A students exceed expected standards.

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

Reflections from the 2010 – 2011 cycle indicated the need for remedial workshops on paper writing and research. Currently, there is an improvement, however, the next cycle of assessment will allow us to ascertain the effectiveness of the increased emphasis on writing and research across the program.

We are currently in the process of including Voicethread content to the online classes and plan to monitor this new content over the 2012 – 2013 academic year. Simon Pennington is also experimenting with video content taped in face-to-face classes to bridge the gap between the classroom (including questions, debate, etc.) and online classes. These films would amend the regular unit Modules on Etudes.

2.3.b Program-Level SLO

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

It is currently too early to properly assess the changes implemented at the end of 2010 – 2011. The Art History department will review SLO and Program data at the end of the current year when there is more evidence on which to base our conclusions which would lead to improvements/changes for the 2012 – 2013 year.

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

Again, it is too early to assess, however, we expect to award two A.A. degrees in Art History in 2011 and six students are transferring this year (2011 – 2012) to major in Art History (without first receiving the A.A.). Based on enrollment trends and the increased popularity of Art History as a discipline, we expect an increase in A.A. completion over the next five years.

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?
The Art History department continues to be successful supporting the core	SLO and PLO data and assessments will be reviewed at the end of the 2011 – 2012 year.	All Art History courses support Basic Skills, Transfer, and, to a lesser extent,	We expect the 2011 – 2012 SLO and PLO data and outcomes will allow us to implement

Annual Instructional Program Review Template for 2011-2012

<p>mission of Foothill College (especially basic skills and transfer). We have streamlined our course offerings to support demand and continue to develop online versions of our face-to-face courses to facilitate access for students who cannot take the traditional courses. We will review all SLO data at the end of the current 2011 – 2012 cycle and implement changes as necessary.</p>		<p>Workforce Development. The program is very productive. Given the current fiscal climate, we do not feel the college would support any major program changes.</p>	<p>any necessary changes for 2012 – 2013. Our goal is to improve student success (Average across the program for 2010 – 2011 was 74.81%), especially in the core Art 1, 2A, 2B, 2C courses which are the most popular.</p>
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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 History department is committed to preparing students to transfer to the four-year college of their choice. We are focused on transfer, and degree completion (A.A.), and helping our students complete their broader GE requirements. In addition, all Art History courses emphasize basic skills (writing, critical thinking, etc.). We are currently investigating the State sponsored transfer program and hope to have our own program in place by 2012 – 2013. There are serious misgivings about the lack of academic rigor associated with this new State initiative, however, we will continue to work with Accreditation to develop a Transfer Degree if it helps our students move forward.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 (Simon) Art 2A and 2B to be taught online	We wanted this to happen by 2010 - 2011	Art 2B has been taught four times online since the fall of 2010 and Art 2A once.	No
2. Offer Art 2E and Art 2D every year online.	Art 2E should be offered every other quarter by 2011- 2012.	Art 2E is currently offered at least once each year online	No

Annual Instructional Program Review Template for 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 Develop a State-Transfer degree (C-ID)	We hope to have this in place by 2012 - 2013		A Foothill College Art History C-ID transfer degree will facilitate transfers to four-year institutions. This supports Transfer as one of the key components of our mission.
2 Art 12, 13, and 14 to be renumbered Art 2F, 2G, and 2H	These changes will be effective by September 2012		Students will be able to easily find these courses in the online catalogue

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.)
We do not plan to ask for additional Art History positions.	0		

Reassigned Time

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

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.)
We do not expect to ask for more B-budget funds.			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
We would like to turn room 1501 into a Smart Room with built-in computer, a new digital projector, and audio-visual equipment.	\$10,000 – 15,000	This does not directly relate to our broader program goals. However, 1501 is our primary classroom and has not been updated for ten years. Students expect the highest quality images and an interactive classroom. A Smart Room will also be ADA compliant.	Measure C

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.)
Not at this juncture.			

Draft Annual Program Review Template for 2011-2012

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	The Art History program is expanding. We plan to be able to offer an online degree by 2012 and increase the number and scope of courses offered to support GE, transfer, and A.A. students.	Over the last 10 years over seven Foothill students have gone on to complete M.A. degrees in Art History. We attract students from all over the Bay Area and our online courses continue to grow.
Weaknesses	The program is limited by the size of the department (two faculty) and cannot grow without adding more course sections. This seems unlikely due to the vagaries of State funding at the moment.	We cannot offer as many courses each year as our sister college, De Anza, which could attract students to complete their degrees there.
Opportunities	New technologies (Voicethread, etc.) to improve online classes. Possibility of outreach to local museums (for student internships) and a close working relationship with San Jose State (four Foothill M.A. students over the last seven years!).	More students are now coming to Foothill to fulfill their lower division requirements. We are already seeing more interest in our A.A. degree.
Threats	The State budget!	The State Budget!

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

We are very concerned about the current fiscal climate because we would like to expand our program. Unfortunately, it would appear that we will have to maintain our current course load despite the evident demand for more sections (especially online).

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?

There are no worries about the viability of the program. All the data indicates a vital and healthy program that supports Foothill's core mission of transfer, basic skills, and workforce development.

Draft Annual Program Review Template for 2011-2012

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

We would like to offer more courses each quarter, but are limited by the number of courses able to be taught by the two faculty in the department. This problem will be compounded as faculty move closer to retirement in the near future. It will be important to replace faculty to continue to serve the Foothill community.

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

The Art History program at Foothill College is very popular and productive. We served 1038 students in the 2010 – 2011 year and the success rate was 74.81% Data from the Fall 2011 quarter would indicate that this percentage will rise over the 2011 – 2012 academic year. Enrollment is only limited by the number of courses each faculty member is allowed to teach and we feel that the department could easily support at least three more courses each year. Foothill College Art History courses support the core mission of the college and fulfill State GE requirements. The Art History faculty have 44 years of teaching experience between them and are committed to student success and continue to develop both their individual skills and the broader Art History program.

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:

Art History is one of the most productive programs in the Fine Arts & Communication Division. The curriculum is extremely well written, and the quality of instruction, both on campus and online, is unparalleled. Students frequently comment on the quality of the course and the instructors. The development of a transfer degree is certainly notable.

6.2 Areas of concern, if any:

I am concerned about instructor burnout. These courses require constant updating, and the courses themselves are very time consuming, as they require a large amount of writing and thus, a large amount of grading. With class sizes always at 40+, the amount of work is enormous.

6.3 Recommendations for improvement:

We have discussed hiring part time faculty to help alleviate the pressure and to grow the program, but currently, the full time faculty feel they can continue at the current pace and grow the program as well. If the situation changes, we can revisit the idea of hiring new part time faculty.

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-ARTH) - Art History CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-ARTH) - Art History CA - 1 - Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned 8-10 page term paper, complete with a full bibliography (works cited page), utilizing the MLA format.</p> <p>Year PL-SLO implemented: 2010-2011</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: Each student will complete a 8-10 page term paper. The paper will address one of six or seven topics provided by the instructor. The student will have 7-8 weeks to complete the paper. There will be a library orientation and paper-writing seminars to support the research and writing process.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: It is expected that the student will be able to write a college-level research paper. The rubric assesses the student on their thesis, research, clarity of thought, critical reading of their sources, quality of sources, bibliography, and grammar. A grade of 50/70 (C) is considered a passing grade, however, 55/70 (B-) is a realistic minimum grade to exhibit competence for this PLO.</p>	<p>12/03/2011 - This PL-SLO is a crucial part of all art history courses. Increasingly, students arrive at Foothill with little or no knowledge about how to research and write a college-level paper. With this in mind all students now attend a library/research orientation and many sign up for the paper writing seminars. The quality of papers (and grades) have improved and the average student grade was 53/70 (C).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: There has been identifiable improvement in the quality of writing in art history courses over the 2010-2011 year, however, there is still much room for improvement. I feel we need to spend more time helping our foreign language students as they usually arrive with very different expectations and standards from those we expect in the USA. Additionally, plagiarism has not been a major issue as I spend a great deal of time discussing when and how to cite sources in my seminars, but many students still seem content to cite random sources from the internet without thinking about the reliability and scholarly rigor of those sources. I have already begun to address this issue in our fall 2011 classes and will report on any progress in the next assessment cycle.</p>	
<p>Program (FA-ARTH) - Art History CA - 2 - The student will be able to demonstrate in written form a strong awareness of the</p>	<p>Assessment Method: This PLO-SLO is featured on every midterm in all our courses. Students are required to</p>	<p>12/03/2011 - The average grade on in-class essays improves over each quarter. Students</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>political, social, religious, and technological factors that influence cultures and change in those cultures.</p> <p>Year PL-SLO implemented: 2010-2011</p> <p>PL-SLO Status: Active</p>	<p>write at least one essay for each exam (one per week for online classes). The following question from Art 2B is typical of the complex questions that require the student to exhibit a mastery of the material.</p> <p>3. What role did the new urban middle class play in changes that were taking place in 14th and 15th Europe? Take into account education (Humanism), exposure to new ideas, and wealth and status.</p> <p>The exams are graded on a scale of 1-16 with 12-16 considered acceptable. The essay rubric is based on clarity of argument, use of examples, reference to sources (text, etc.), and a willingness to question and critique those sources.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students are expected to score at least 12/16. Ideally, essay scores will improve over the course of the quarter and we look for improvements in critical thinking, organization, and persuasive arguments as a sign of mastery of the material.</p>	<p>typically average 11/16 on their first exam, but essays improve to 13/16 (average) by the final with more 15 and 16/16 grades.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>IL-SLO Reflection: As with PL-SLO #1, there is a marked improvement over the course of each class, but I feel students could develop their writing skills to a greater degree. I have begun to spend more time 'debriefing' the class after each exam and actually reading examples of better exam essays to the class. We comment on why the response was more successful and I hope to see better results this year (2011-2012).</p>	

Unit Course Assessment Report - Four Column

Foothill College

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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Specific questions from Final Exam are answered. These were also asked on Midterm and on first day of class. Professor runs statistics on ability of students to grasp concepts from beginning to end of quarter.</p> <p>Target: 100%</p>		
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will critically analyze and interpret ethnographic data. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Paper assignment designed to have students perform a simple ethnographic analysis. See assignment and critical thinking rubric for Anthropology Papers.</p> <p>Target: 100%</p> <p>Related Documents: Critical Thinking Rubric</p>		
<p>Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will successfully take part in the roundtable discussion of Oil Companies vs Rain Forest.</p> <p>Details: -Students asked to role play as one of major stakeholders in Ecuador where global economy and oil extraction are affecting local Amazonian tribes. -If student takes part in the discussions then they have learned how to be applied anthropologist.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	<p>- On final exam there are a series of direct questions about applying anthropology to this particular case of oil development in South America.</p>		
<p>Department - Art (ART) - ART 1 - INTRODUCTION TO ART - 1 - Evaluate Artwork - A successful student will be able to evaluate and interpret in writing artwork produced in a variety of media (e.g., photography, printmaking, painting, and performance, etc.) by a selection of contemporary artists (e.g., Lorna Simpson, Guillermo Gomez-Pena, Hung Liu, etc.) whose work exemplifies the creativity of multicultural America. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Essay Assessment Method Type: Essay/Journal</p>	<p>09/23/2011 - vvvvv Result: Target Met Year This Assessment Occurred: 2010-2011</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 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 1 - Identify and Name - The student will be able</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</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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>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>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: 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>after an historical period, how to identify a give period based on the artistic style, and most importantly, what the art can tell us about the time and place in which it was made.</p> <p>Findings: 1. The average grade for this section of each exam increased dramatically form exam #1 to the final (on average a four-point increase for an objective section worth 35 points). 2. Students who did consistently well (over 30/35) on this section were much better able to engage in thoughtful discussion in the Lab seminars as they could draw on specific facts to support their ideas.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Art (ART) - ART 2A - HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Environmental and Social Impact - A successful student will be able to analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO is addressed by an essay question on the first midterm exam. (I already give students the option to address this SLO in the first exam, their term paper (Sample Question: Please discuss how the river Nile informed every aspect of Egyptian civilization. Be sure to include specific examples from Egyptian art to illuminate your narrative.), and the seminar topics (eg. Egyptian Art and the Book of the Dead).</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student will be able to successfully integrate environmental factors into their analysis of the art produced by various cultures. A successful exam essay will be graded 12/16 or better based on my exam/essay rubric.</p>	<p>10/14/2011 - This topic was specifically addressed in the first exam. The essay question was successfully answered (12/16 or above) by those students who selected it from the three possible essay options on that exam.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>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>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<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 Method: This SLO is featured on the second midterm as an essay question. It is also a possible topic for the term paper. Assessment Method Type: Exam - Course Test/Quiz Target: 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. Result: Target Met Year This Assessment Occurred: 2010-2011</p>	
<p>Assessment Cycles: 2010-2011 Start Date: 04/04/2011 End Date: 06/21/2011 Course-Level SLO Status: Active</p>			
<p>Department - Art (ART) - ART 2AH - HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY - 2 - Cave Paintings - A successful student will be able to explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance. (Created By Department - Art (ART))</p>	<p>Assessment Method: The student will write a 10 page MLA formatted research paper. This SLO is also a possible subject for a short essay on the first midterm. Assessment Method Type: Research Paper Target: 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. Result: Target Met 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>Assessment Cycles: 2010-2011 Start Date: 04/04/2011 End Date: 06/21/2011 Course-Level SLO Status: Active</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</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</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</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>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>Final) and the term papers that addressed this question.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: A successful response will involve the ability to apply historical knowledge gained in the class to the production of art to better analyze the relationship between art and commerce. A student should receive 12/16 or better on the essay.</p>	<p>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 - 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>Assessment Method: The assignment directions for the Art 2B paper requires the student to supply a bibliography with at least five primary and secondary sources to support their paper. In the introduction to this assignment, the student is also directed to read comprehensively, including recent research as well as primary sources. The quality of the cited works are assessed based on their relevance and reliability.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: The student will receive at least a 4/5 (as per the essay rubric) for the bibliography/works cited page on the term paper.</p>	<p>10/14/2011 - 49 students in the winter 2011 Art 2B course wrote a term paper. Of these, 11 presented sub-standard papers (below 48/70). There were several problems, but in all 11 cases, the sources were unreliable (mostly generic online sites) and too few in number. The remaining 38 papers typically demonstrated better organization and research techniques, however, there is massive room for improvement.</p> <p>Result: Target Not Met</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</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</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>10/14/2011 - This is a very broad SLO and I will modify it before I teach Art 2BH again (Spring 2012).</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>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>period ca. 600 - 1550 to expose meaning.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: A student should earn at least 12/16 on the midterm essay and 60/70 or more on the term paper.</p>	<p>Result: Target 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 - 2 - Impact of Culture - A successful student will be able to Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 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: This SLO is specifically addressed by the essay question of the first midterm.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: The student should earn at least 12/16 on the short essay question.</p>	<p>10/14/2011 - All six students who answered the essay question related to this SLO received a 12/16 or higher (average 13/16).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>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>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>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>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>End Date: 06/28/2011</p> <p>Course-Level SLO Status: Active</p>	<p>I will ask specific questions related to the art of the industrial revolution and ask the student to develop his/her understanding of the meaning of the piece (ie. Turner's "The Fighting Temeraire Towed into Dry Dock for the Last Time") and then place this within the broader historical context discussed in that unit's lectures.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper.</p>		
<p>Department - Art (ART) - ART 2C - HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 2 - Discuss and Interpret - A successful student will be able to discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student will receive a 12/16 for the essay response on a midterm or at least a 60/70 on the term paper.</p>	<p>10/14/2011 - Of the six students who addressed this SLO in their term papers five received a 60/70 or above. All seven exam essay responses received 12/16 or above.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
	<p>Assessment Method: As with the first SLO, this can only be properly assessed within the context of an</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	<p>essay response and/or a term paper subject.</p> <p>The questions associated with this subject will again use the actual art as the focus for a broader understanding of the radical changes taking place in European society. Examples to be discussed will include Caravaggio's "Calling of St. Matthew", Ruben's "Raising of the Cross", and the intellectual and mathematically complex buildings of Borromini including the "Chapel of St. Ivo" (College of the Sapienza) in Rome.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: A student will receive a 12/16 or above on the exam essay or 60/70 or above on the term paper. These results are based on my new rubrics. See reflections for 2009/2010.</p>		
<p>Department - Art (ART) - ART 2CH - HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM - 1 - Historical Periods - A successful student will be able to Identify and name the major art historical periods from the 16th to the 19th century. (Created By Department - Art (ART))</p> <p>Assessment Cycles: 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: 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>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<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>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: The student will earn a 12/16 or higher on a short essay question dealing with this SLO.</p>	<p>06/22/2010 - 36 students took the second midterm that featured this as an optional essay topic. The seven students that chose this topic averaged 14/16 on the essay and typically wrote excellent, reasoned responses. Because this is an honors course, I especially wanted a very developed knowledge of the historical/economic/social context of the late 18th and early 19th centuries and the students seemed very comfortable with this content.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>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>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<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 - 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>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<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>Course-Level SLO Status: Active</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>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/>
<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</p>	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 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>10/14/2011 - This SLO is very important. Increasingly, students come to Foothill College with very little practical experience writing advanced-level research papers. Of the 20 students who wrote the research paper in the spring of 2011, only eight demonstrated the ability to assemble an appropriate list of works cited (bibliography).</p> <p>Result: Target Not Met</p> <p>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> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>End Date: 03/22/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Research Paper</p> <p>Target: Students must earn a 4/5 or better as per the paper assignment rubric.</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>End Date: 06/22/2010</p> <p>Course-Level SLO Status: Active</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 great early statements in Islamic architecture. It was built for the first capital of the Islamic world during the _____ dynasty. A. Umayyad B. Abbasid C. Fatimid D. Mamluk</p> <p>The student demonstrates a knowledge of culture and historical context; ie. The Umayyads built the first capital of the Islamic world at Damascus in the late 7th/early 8th century.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: The student will be able to identify the style of a work of art in the context of a multiple choice exam.</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 is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series.</p> <p>With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the 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 - This is one of only two classes art history courses where I use objective multiple choice questions. My reasoning is that the Art of Asia and Islamic Art courses cover so much ground that is would be unreasonable to just have written exams as is the case with the Art 2A, 2B, 2C, 3 series. With this in mind, the results have been good. 22 students took the first exam in 2010 and, of the five questions that required students to identify art based on style/period 20 got all five questions correct.</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>
<p>Department - Art (ART) - ART 2G - INTRODUCTION TO ISLAMIC ART - 2 - Sufi</p>	<p>Assessment Method: This SLO cannot be adequately assessed</p>	<p>06/22/2010 - All students answered answered the short essay question (3. How did/do the Sufis</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>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>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: Students should receive at least a 7/10 on the exam/essay question that addresses this question.</p>	<p>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>
<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</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>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-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>Assessment Method: I require students to be able to define the main themes/concerns of both Cubism and Surrealism in the form of short answer questions and give them the opportunity to explore both approaches in the exam essay questions and term papers.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: The student must be able to define (in written form) how both Cubism and Surrealism reflected and affected the development of modern science (psychology, physics, etc.). The student must receive a 12/16 on the exam essay or a 3/3 on the short answer/vocabulary questions.</p>	<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most productive period (1905-1915). I have no plans to change this SLO, however, the next round of reflections should be quite helpful as I intend to revise my essay rubric to include an assessment of how the student uses his/her primary source material.</p>
		<p>10/14/2011 - Students were able to bring both Cubism and Surrealism into an historical context. They were asked to identify both styles in their objective slide ID questions and were also required to provide a definition for these styles. In addition several students grappled with this very SLO in their chosen essay topics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - The course content is appropriate, but I am going to expand my lecture on Cubism to further incorporate recent research about the parallel development of Einstein and Picasso's interest in time and space and the 'relative' nature of experience. Based on the results from fall 2010, I feel that I should require more primary-source reading. In this case, from Freud's work on dreams and Einstein's papers for his most</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
			productive period (1905-1915).
<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: 12/14/2010</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: This SLO can only be assessed in the form of an essay. I feel this is a really important outcome because the conversation surrounding it always brings the student to his/her own experiences in the 21st century. I want the student to think about the connection between the availability of consumer goods and the development of what we all call the 'American Dream'. Pop Art in the 1960's focused on consumer culture, marketing, instant communication, and prosperity. I would like students to understand the power of the American economy and popular culture in the 1960's, but also relate the concerns and observations of Pop artists (real happiness, morality, desire for material wealth versus spiritual fulfillment) to our own media saturated and consumption orientated era.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: The student will earn a 12/16 or above on the midterm essay question examining this SLO.</p>	<p>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 - This was the most popular essay option on the final exam. The students seemed to enjoy the opportunity to reflect on their own world. They were able to define Pop Art as a style (themes, etc.) and typically contrasted Pop art with another style, Dada, which also took an ironic look at production and originality in a world of mass produced objects.</p> <p>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> <p>10/14/2011 - Identify the primary sources and prepare a student reader or place texts on reserve in the library. These could also be posted as part of an ETUDES site for this course.</p> <p>Perhaps more video footage of Pop artists discussing their art (I am looking for a particular Warhol interview).</p>
<p>Department - Art (ART) - ART 4A - 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))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Evaluate use of half tone, highlight, form shadow, core shadow, reflected light and cast shadows in a chiaroscuro drawing.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>10/14/2011 - During the academic year 2010-2011 Drawing 1 students were successful adding half tones, highlights, form shadows, core shadows, reflected light and cast shadows in chiaroscuro charcoal drawings. In every class exercise, students were successful rendering a drawing with the logic of light. Students were also successful using chiaroscuro</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Target: Demonstrated correct use of multiple tonal values in a charcoal drawing exercise</p>	<p>vocabulary and terms in class verbal and written class critiques. Students were successful identifying the terms in drawing presentations.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>lecture content has been added to this course. Students now are asked in the Fall 2011 quarter to analyze great works of chiaroscuro drawing. Students have better understanding of chiaroscuro concepts from analyzing great works of drawings.</p> <p>The instructor plans to review the class discussions and class lab drawing exercises at the end of the academic year 2012.</p>
<p>Department - Art (ART) - ART 4A - 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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluate use of design principles, elements, technical mastery and expressive content in a drawing.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: demonstrated correct use of reasoned judgments based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion.</p>	<p>10/17/2011 - Students were successful using reasoned judgements based on aesthetic design principles, expressive content and technical mastery in a class drawing critique or art discussion. Students needed more practice writing in the class.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/17/2011 - The plan is to have students have more practice writing in the design class. Students in this class will be asked to leave 10 comments next to 10 other students work in class critiques. Students will also have more challenging great works of drawing class discussions. Students will be asked to include more reasoned judgements in class critiques and class discussions. Students will include more drawing vocabulary in all discussions.</p>
	<p>Assessment Method: Evaluate use of logic of light and shadows, design principles, elements, technical mastery and expressive content in great works of drawing.</p> <p>Assessment Method Type:</p>	<p>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</p>	<p>10/17/2011 - Students were successful rendering shadows and light in drawings but needed more experience discussing, writing and analyzing great works of drawing. In the academic year 2011-2012 the Drawing I class has become a 4 unit 3 hour lecture and 3 hour lab. More lecture content has been added to</p>

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	<p>Discussion/Participation Target: 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>a more understanding of chiaroscuro concepts from analyzing great works of drawings. Result: Target Met Year This Assessment Occurred: 2011-2012</p>	<p>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>
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<p>Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the reach, significance and impact of individuals on the course of history - in writing (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of Western Civilization in writing (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a movement in Europe between 1300-1600.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will complete the paper with a grade of C or higher.</p>	<p>10/12/2011 - Students who completed the paper generally did well, ranging from As to Cs, with 83% of the class completing the paper with a passing grade. Most demonstrated critical analysis and the ability to synthesize the events from the period with the movement they were discussing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact - Recognize and assess the impact of individuals on the course of history in writing (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a major figure in European history between 750-1300.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will complete the paper with a grade of C or higher.</p>	<p>10/12/2011 - Students successfully completed this paper at an 85% pass rate. Most demonstrated critical thinking skills in analyzing the impact of the individual that they had chosen on the society as a whole.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and/or patterns of a specific historical period in modern western civilization ? in writing (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper analyzing the Russian Revolution.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will complete the paper with a grade of C or higher.</p>	<p>10/12/2011 - 85% of students completed the paper; of those, all but three completed the paper with a grade of C or higher. Two of the failing papers were due to plagiarism. Students analyzed an aspect of the Russian Revolution and critically analyzed the results of that impact.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 2 - Violence and</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Abuse in Western Civ - The Student will be able to: Apply principles of critical thinking to a recognition of, causation determination of, and a sensitivity to the issue of the historical continuity of human violence and abuse in western civilization since 1800. (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 3 - Cause and Impact - The Student will be able to: Critically examine the necessary and sufficient causes of an historical event or development and its major impacts (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Individual Impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 7-10 page research paper on a significant European figure in the 19th century.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will complete the paper with a grade of C or higher.</p>	<p>10/12/2011 - 85% of students submitted a paper on a significant 19th century figure, with only 2% submitting a paper which did not meet the requirements as spelled out in the syllabus. Students did a strong job of assessing the significance of these individuals (from all areas of life and culture) and analyzing their influences over both their own countries and the entirety of Europe.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 5 - Movements and Ideologies - The Student will be able to: Analyze the development of the major political, social, and economic movements and ideologies of the 19th and 20th centuries, including their positive and negative impacts (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 1 - - The Student will be able to: Using developed research findings on an assigned country or theme, students analyze and synthesize background, challenges, impact, and educated judgments. (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 2 - Challenges, themes and problems - The Student will be able to: Focusing on major analysis areas, students will be able to identify and critically assess the major challenges, themes and new problems in a specified region during a designated time period ? in writing (Created</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 3 - Creating historical questions - The Student will be able to: Move from seeking answers to creating mature historical questions based on research and analysis ? in writing. (Created By Department - History (HIST))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Philosophy (PHIL) - PHIL 50 - INTRODUCTION TO CRITICAL THINKING - SLO 1 - Identification of premises and conclusions - Identify and distinguish the constituent parts of an argument (premises and conclusion) within a persuasive text or speech. (Created By Department - Philosophy (PHIL))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Paper focused on arguments and non-arguments</p> <p>Assessment Method Type: Essay/Journal</p>	<p>12/14/2011 - My most important findings from the data were how many students, even those who had previous degrees, have difficulty at the beginning of the class being able to distinguish an argument from a non-argument, and being able to pick out the conclusion from the premises. Students did improve over the term, but in class exercises were more important to learning this than merely explaining the definitions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/14/2011 - More time will be spent on assignments that engage students to find and identify arguments from newspapers, magazines, ads, web, etc. Continue focus on papers that engage students to be able to identify the argument in a passage, and then ask them to respond to the passage by presenting their own argument.</p>
<p>Department - Philosophy (PHIL) - PHIL 50 - INTRODUCTION TO CRITICAL THINKING - SLO 2 - Identification of common logical fallacies - Evaluate persuasive text or speech through the identification of common logical fallacies. (Created By Department -</p>	<p>Assessment Method: Quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>12/14/2011 - Students, even those with degrees, had difficulty with fallacies in the beginning. There is a tendency for the students to not understand that informal fallacies are often generated by context. So, for example, after teaching students about statistical fallacies, students often want to</p>	<p>12/14/2011 - Having students focus on explaining why an argument is fallacious as opposed to merely identifying name of the fallacy helps students focus on what is really</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Philosophy (PHIL))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>		<p>assume that any argument that contains statistics must be fallacious. Continued work in this area does help students to begin to recognize that picking out fallacies requires thinking about the content presented.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>wrong with the argument as opposed to just labeling the argument without comprehension.</p> <hr/>
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 1 - Influence_1 - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>		
<p>Department - Photography (PHOT) - PHOT 10 - HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 1 - Influence - Student will analyze a selected photographer's images and then discuss and present the photographer's life work in terms of how it</p>	<p>Assessment Method: Research paper or group oral presentation on a selected photographer's influence on society and culture and how the milieu's events in turn, shaped the photographer.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>has both reflected and helped shape our culture. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Research Paper</p> <p>Target: 100% of students will submit a paper, present an oral group presentation or submit an assignment on a selected photographer.</p>		
<p>Department - Photography (PHOT) - PHOT 10H - HONORS HISTORY OF PHOTOGRAPHY - 2 - Contributions - Student will assess the contributions made in this field by people from diverse cultures and backgrounds. (Created By Department - Photography (PHOT))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final Exam. This exam covers the cumulative history of photography since the beginning.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: Students earn a Final Exam score with at least 80% correct answers.</p>		