### Course SLOs

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<td>El Camino: Course SLOs (FA) - Art</td>
<td>Assessment Method Description: Students hand in a written evaluation of a typographic sample provided by the instructor. • Students receive a sample of a layout or design incorporating typography about which they are then required to write an essay evaluating the design in terms of the use of typographic hierarchy and emphasis in revealing the meaning of the subject to an audience. • Students evaluate the same sample according to intended audience and clarity of meaning. Assessment Method: Essay/Written Assignment Standard and Target for Success: It is expected that 80% of students will score 75% (satisfactory) or above on this SLO. Rubric These are the criteria that are used to determine a successful assessment of Art 131. 1) Critical Evaluation of Typographic Sample-Hierarchy 2) Critical Evaluation of Typographic Sample-Emphasis 3) Critical Evaluation of Typographic Sample-Audience 4) Critical Evaluation of Typographic Sample-Meaning Students’ achievement ratings for each criterion: Excellent (90%), Good (80%), Satisfactory (70%), Poor (60%), Unsatisfactory (below 60%)</td>
<td>09/27/2014 - 22 students from one section were assessed Summary of Outcomes Critical Evaluation of Typographic Sample - Hierarchy 14% Excellent, 42% Good, 28% Satisfactory, 11% Poor, 6% Unsatisfactory Critical Evaluation of Typographic Sample - Emphasis 11% Excellent, 47% Good, 36% Satisfactory, 3% Poor, 3% Unsatisfactory Critical Evaluation of Typographic Sample - Audience 17% Excellent, 53% Good, 22% Satisfactory, 14% Poor, 6% Unsatisfactory Critical Evaluation of Typographic Sample - Meaning 8% Excellent, 39% Good, 33% Satisfactory, 14% Poor, 6% Unsatisfactory</td>
<td>04/01/2014 - Revise teaching strategies by the introduction of the concepts earlier in the semester and reviewing and discussing with students the application of the concepts to the projects they work on them. Critique sessions may successfully be utilized to query students about their understanding and application of the concepts related to the learning outcomes. Action Category: Teaching Strategies</td>
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<tr>
<td>El Camino: Course SLOs (FA) - Designing for the World Wide Web</td>
<td>Assessment Method Description: Assessment was attached to the next-to-last assignment of the semester. This gave the students the majority of the semester to learn the necessary skills to meet the class learning objectives. The project required that they use industry-standard web design software (Adobe).</td>
<td>02/10/2014 - CRITERIA ASSESSED (Percent of students who scored 70% or better) 1. Understanding and proper use of HTML and CSS code (100%) 2. Proficiency in use of Adobe Dreamweaver web authoring software (95%) 3. Execution of an easily navigable website (95%)</td>
<td>02/10/2015 - Continue to improve students’ success rate in meeting deadlines by increasing the penalty for late work and being more rigorous in implementation.</td>
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El Camino College
Course SLO Assessment Report - 4-Column
### Course SLO Assessment Cycle:
2013-14 (Summer 2014)

### Input Date:
12/16/2013

### Course SLO Status:
Active

#### Assessment Methods & Standard and Target for Success / Tasks

- Dreamweaver, applying html and css web coding, to create a well-organized, correctly formatted, multi-paged website. The final step required that the student upload their site to their own registered domain web server.

#### Assessment Method:
Project

#### Standard and Target for Success:

Students will be assessed on five different criteria from the class SLO. Results will be defined in percentages. Student can received one of three assessments for each criteria: 1) They completely met the standard (100%); 2) They adequately met the standard (70%); 3) They did not adequately meet the standard (30%). It is expected that 90% of the students will achieve an overall score of 75% or better.

- 4. Ability to properly format web images (100%)
- 5. Correct organization of web files on local and remote servers (90%)

While these numbers are high, students must have understood and implemented these core skills by the time in the semester in which this assessment occurred or they will have no chance to succeed in the class.

Another factor which should be noted is that one student (out of 21) did not turn in the project, and three turned in the project late. This critical component of the design process (meeting deadlines) is not included in the assessment, but is one area in which I still need to improve student performance.

Also, many students only adequately met the standards of assessment (1. 40%; 2. 30%; 3. 20%; 4. 30%; 5. 10%). I will strive to increase the percentage of students who completely meet the assessment standards by pursuing more effective methods of teaching and reinforcing these core principles.

Here is a breakdown of the students individual assessment scores (20 students total):
- 10 students assessed at 100%
- 2 students assessed at 94%
- 2 students assessed at 88%
- 2 students assessed at 82%
- 1 student assessed at 76%
- 1 student assessed at 68%
- 1 student assessed at 62%
- 1 student assessed at 54%

17 out of 20 students (85%) achieved a total assessment score of 75% or better, which is slightly less than my expectation of 90%. By finding new, more effective ways to teach the core criteria of webpage design, as reflected in the class SLO, I will strive to raise the student level of success.

#### Standard Met? :
No

#### Semester and Year Assessment Conducted:
2013-14 (Fall 2013)

#### Faculty Assessment Leader:
Joyce Dallal

#### Faculty Contributing to Assessment:
Ron Romain

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### Assessment Method Description:
Review a portfolio of improvisational drawings, upon successful completion

### 01/08/2014 - Assessment Results:
- 33.43% scored a 4 (Excellent)
of this course, students will be able to create compositions utilizing image manipulation techniques and creative invention in order to deconstruct, reformulate, and translate single and groups of objects into effective compositions employing the principles and elements of pictorial organization. (Created By El Camino: Course SLOs (FA) - Art)

Course SLO Assessment Cycle:
2016-17 (Spring 2017)

Input Date:
12/16/2013

Course SLO Status:
Active

Assessment Methods & Standard and Target for Success / Tasks
submitted by each student, that reflect image-manipulation techniques and contain:
• At least two 18”x 24” improvisational compositions that represent the integration of an invented grid structure, assorted three-dimensional forms, and various invented textures, tones, shapes, and patterns using black and white drawing media.
• At least two 18”x 24” improvisational compositions that represent the integration of multiple views of a single object in conjunction with invented textures, tones, shapes, and patterns using colored pencil on colored paper.

Assessment Method:
Portfolio

Results
• 41.29% scored a 3 (Good)
• 25.28% scored a 2 (Satisfactory)
• 00.00% scored a 1 (Unsatisfactory)
• 00.00% scored a 0 (Failing)

Summarize the patterns observed in the data.
Overall, 100% of the students assessed scored satisfactory or better in their ability to utilize image manipulation techniques, creative invention, and the elements of pictorial organization to create compositions based on a combination of formal analysis and improvisation. Although approximately 75% of students assessed scored good or excellent, 25% demonstrated only minimal ability to use the techniques and concepts taught in Art 210.

What were the most important findings from the data?
The data indicates that even though the current teaching strategies are effective for 75% of students assessed, there is a need to determine optional strategies for the 25% of students that performed at the satisfactory or minimal performance level.

Standard Met? :
Yes

Semester and Year Assessment Conducted:
2013-14 (Fall 2013)

Faculty Assessment Leader:
Willie C. Brownlee

Reviewer’s Comments:
To be completed.

Related Documents:
Drawing Fundamentals II_Grading Rubric_Fall2013.doc
Drawing Fundamentals II ASSESSMENT DATA_Fall2013.doc

Action Category:
Teaching Strategies

El Camino: Course SLOs (FA) - Art - ECC: ART 231 - Lettering and Typography II - SLO #1 Create and Evaluate - Students will demonstrate the ability to create and evaluate typographical designs for audience, meaning and effectiveness. (Created By El Camino: Course SLOs (FA) - Art)

Course SLO Assessment Cycle:
2013-14 (Spring 2014)

Input Date:
12/16/2013

Course SLO Status:
Active

Assessment Method Description:
Students hand in a written evaluation of a typographic sample provided by the instructor and a typographic composition created by the student.

• Students receive a sample of a layout or design incorporating typography about which they are then required to write an essay evaluating the design in terms of the use of typographic hierarchy and emphasis in revealing the meaning of the subject to an audience.

Summary of Outcomes
Critical Evaluation of Typographic Sample - Hierarchy
40% Excellent, 40% Good, 20% Satisfactory, 0% Poor, 0% Unsatisfactory

Critical Evaluation of Typographic Sample - Emphasis
60% Excellent, 40% Good, 0% Satisfactory, 0% Poor, 0% Unsatisfactory

Demonstration of Hierarchy
0% Excellent, 60% Good, 40% Satisfactory, 0% Poor, 0% Unsatisfactory

09/27/2014 - 5 students from one section were assessed

04/01/2015 - Include the addition of an exercise where students are given a set of information that needs to be organized hierarchically in order to be read with comprehension.

Action Category:
Curriculum Changes

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## Course SLOs

### Active

### Assessment Methods & Standard and Target for Success / Tasks

- Students then receive a body of copy that they are required to format within the designated parameters of a defined audience, page format, use of color and images to demonstrate the practical ability of typography to create hierarchy and emphasis in the pursuit of creating meaning and effective communication with the audience.

**Assessment Method:**

Exam/Test/Quiz

**Standard and Target for Success:**

It is expected that 80% of students will score 75% (satisfactory) or above on this SLO.

**Rubric**

These are the criteria that are used to determine a successful assessment of Art 231.

1) Critical Evaluation of Typographic Sample - Hierarchy
2) Critical Evaluation of Typographic Sample - Emphasis
3) Demonstration of Hierarchy
4) Demonstration of Emphasis

Students’ achievement ratings for each criterion:

- Excellent (90%)
- Good (80%)
- Satisfactory (70%)
- Poor (60%)
- Unsatisfactory (below 60%)

### Results

- Demonstration of Emphasis
  - 80% Excellent, 20% Good, 0% Satisfactory, 0% Poor, 0% Unsatisfactory

One hundred percent of students met the objectives, however there was a noticeable dip in outcomes when it came to students’ ability to demonstrate the use of Hierarchy. 60% of students scored in the Good category and 40% scored in the Satisfactory category, indicating that they do not fully grasp the material in its application.

**Standard Met?**

Yes

**Semester and Year Assessment Conducted:**

2013-14 (Fall 2013)

**Faculty Assessment Leader:**

Walter Cox

### Curriculum Changes

El Camino: Course SLOs (FA) - Art - ECC: ART 274 - Jewelry Fabrication - SLO #1 Synthesis of Design Principles - Students will be able to synthesize, and apply the principles of jewelry design fabrication and appropriate intermediate-level practices to create an original finished jewelry object. (Created By El Camino: Course SLOs (FA) - Art)

**Course SLO Assessment Cycle:**

2013-14 (Spring 2014)

**Input Date:**

12/16/2013

**Course SLO Status:**

Active

**Assessment Method Description:**

The student will use specific design principles and tools to create a wearable jewelry object

**Assessment Method:**

Project

**Standard and Target for Success:**

It is expected 85% of the students projects will be assessed at "very good" or "average".

11/28/2013 - These are the assessment criteria that used:

- Design and Visual Quality (application of proportion and balance)
- Fit (ability to size the ring within a specific tolerance of one quarter size)
- Finish (quality and consistency of selected surface type)

28 students from 3 sections were assessed.

Design and Visual Quality:

- Excellent 6%
- Good 39%
- Satisfactory 50%
- Poor 6%

Fit:

- Excellent 30%
- Good 46%
- Satisfactory 12%
- Poor 12%

Finish:

- Excellent 14%
- Good 39%
- Satisfactory 35%
- Poor 10%

The data indicates that overall 90.3% of the students achieved 75% or greater for this SLO. 16.6% performed at the Excellent level, 41.3% at the Good level, 32% at the Satisfactory level and 9.3 at the Poor level.

With 90% of the students achieving a 75% or higher score, the results show that most students are able to comprehend and apply the skill and design challenges

09/11/2015 - As a strategy to increase student scores in the Design and Visual Quality category, the institution can enhance student success by providing ‘wi-fi’ to the classroom. Access to resources on the internet have become key and widely used teaching tool. The studio can provide a large video screen in the classroom with internet connections to enhance student motivation and research.

**Action Category:**

Program/College Support

01/31/2015 - I will generate additional handouts that would further specify in detail the requirements and methods for excellence in design and craftsmanship.

01/31/2015 - I will generate additional handouts that would further specify in detail the requirements and methods for excellence in design and craftsmanship.

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### Course SLOs

**El Camino: Course SLOs (FA) - Art - ECC: ART 282 - Life Sculpture - SLO #1 Terminology and Processes**

- **Course SLO Status:** Active
- **Input Date:** 12/16/2013
- **Course SLO Assessment Cycle:** 2013-14 (Spring 2014)

**Assessment Method Description:**

Through assessed demonstrations, students will show competency, at an intermediate level, in the terminology and processes as it relates to life sculpture. The assessment tools will be:
- Armature design and construction
- Application of construction materials, clay, to build the basic form.
- Modeling Techniques, including: Gesture, proportion, surface details.

**Assessment Method:** Project

**Standard and Target for Success:**

**Results:**

- Standard Met? : Yes
- Semester and Year Assessment Conducted:
  - 2013-14 (Fall 2013)
- Faculty Assessment Leader:
  - Irene Mori
- Reviewer's Comments:
  - 1 - Please provide the criteria for "very good" and "average"
  - 2 - Please provide an interpretation of data in the results section
- Change one of the action dates to a future date

**Action Category:**

- Teaching Strategies
- Curriculum Changes
- Program/College Support

**Action & Follow-Up:**

- 01/31/2015 - Students enrolled in Art 274 have one semester of previous experience in the jewelry fabrication medium. Mastery of the many skills required can only be achieved through time and practice. Although 90% of the students scored satisfactory or above, in the professional field “Excellent” is the expected level. To achieve this, the student needs more course levels and access to Open Studio Lab time.

- 09/11/2014 - Finally, the institution can support student success by maintaining adequate heating and cooling within the classroom environment. Repair or replacement of the HVAC unit in the classroom has been requested and is an on going issue, current strategies have not resulted in a solution. Given the existing (and understandable) limitations, a new approach needs to be taken by the institution to solve this very basic problem.

- 12/05/2014 - For the 18% with modest growth, more in class discussion and one on one dialog may be required.

- 12/05/2013 - On a score of 0-4; 57% of the students scored a 4
  - 25% of the students scored a 3
  - 18% of the students scored a 2
  - In total 82% of the students had good results.

**Standard Met? :** Yes

**Semester and Year Assessment Conducted:**

- 2013-14 (Fall 2013)

**Faculty Contributing to Assessment:**

- None
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<tr>
<td>El Camino: Course SLOs (FA) - Art - ECC: ART 282 - Life Sculpture - SLO #2 Construction and Modeling - Students will be able to show intermediate-level competency in the construction and modeling techniques related to life sculpture. (Created By El Camino: Course SLOs (FA) - Art)</td>
<td>There will be Three areas of assessment: Armature Design and Construction Application of construction materials Modeling Techniques Each student is assessed on a scale from 1. Poor 2. Average 3. Good 4. Exceptional The sculpture must use all 3 aspects to compose a work that integrates the 3 criteria into a Life Sculpture of Visual Quality. The Target outcome is for 80% of the students to score in the 3 to 4 point range</td>
<td>12/05/2013 -</td>
<td>12/05/2014 - I think the standard may need to be raised. I will determine what the standard should be after the next round of SLO testing. No further action is needed in this section until data is taken again in 2017</td>
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<td><strong>Course SLO Assessment Cycle:</strong> 2014-15 (Spring 2015)</td>
<td><strong>Input Date:</strong> 12/16/2013</td>
<td><strong>Course SLO Status:</strong> Active</td>
<td><strong>Action Category:</strong> SLO Assessment Process</td>
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<td>Assessment Method Description: Through assessed demonstrations, students will show competency, at an intermediate level, in the construction and modeling techniques as it relates to life sculpture. The assessment tools will be: Armature design and construction Application of construction materials, clay, to build the basic form. Modeling Techniques, including: Gesture, proportion, surface details.</td>
<td>Standard Met? : Yes</td>
<td>09/11/2014 - This assessment was for 1 class with 21 students participating. Of these, 11 students scored 4 points 6 students scored 3 points 4 students scored 2 points No students scored 1 point In total 17 students out of 21 scored a 3 or higher; Which is 81%</td>
<td><strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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<td><strong>Assessment Method:</strong> Project</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
<td><strong>Faculty Assessment Leader:</strong> Russell McMillin</td>
<td><strong>Reviewer's Comments:</strong> Please provide target for success and an interpretation of data in the appropriate box above. I think the standard may need to be raised. I will determine what the standard should be after the next round of SLO testing.</td>
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<td><strong>Standard and Target for Success:</strong> There will be Three areas of assessment: Armature Design and Construction Application of construction materials Modeling Techniques Each student is assessed on a scale from 1. Poor 2. Average 3. Good 4. Exceptional The sculpture must use all 3 aspects to compose a work that integrates the 3 criteria into a Life Sculpture of Visual Quality. The Target outcome is for 80% of the students to score in the 3 to 4 point range</td>
<td><strong>Faculty Contributing to Assessment:</strong> None</td>
<td><strong>I will compare these results with those of the next SLO, and determine where the 70% rate should be raised.</strong></td>
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**Assessment Methods & Standard and Target for Success / Tasks**

- Project
- **Standard and Target for Success:**
  - Armature Design and Construction
  - Application of construction materials
  - Modeling Techniques
  - Each student is assessed on a scale from 1. Poor 2. Average 3. Good 4. Exceptional
  - The sculpture must use all 3 aspects to compose a work that integrates the 3 criteria into a Life Sculpture of Visual Quality.
  - The Target outcome is for 80% of the students to score in the 3 to 4 point range

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**Results**

- **Faculty Assessment Leader:** Russell McMillin
- **Faculty Contributing to Assessment:** None
- **Reviewer's Comments:**
  1. Please provide target for success and an interpretation of data in the appropriate box above.
  2. Please provide and action and follow-up date.
  Students had a high overall rate of success.

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**Action & Follow-Up**