## Course SLO Assessment Report - 4-Column
### El Camino College
### El Camino: Course SLOs (FA) - Art

<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 723</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
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<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td><strong>ECC: ART 101 - Art and Visual Culture in Modern Life - SLO #2 Comprehend and Critique</strong>&lt;br&gt;Students will be able to demonstrate the ability to comprehend and critique art and visual culture in terms of form, medium, and style.</td>
<td><strong>Assessment Method Description:</strong>&lt;br&gt;Students will write a museum report on one or two artworks of their choosing. The paper should include, among other things, proper use of art historical terminology, formal analysis, and proper identification.&lt;br&gt;<strong>Assessment Method:</strong>&lt;br&gt;Essay/Written Assignment&lt;br&gt;<strong>Standard and Target for Success:</strong>&lt;br&gt;70% of students will achieve a 70% or better on the paper including all of the above elements.</td>
<td><strong>09/08/2014</strong> - This was a multi-section assessment covering 7 sections taught by both full and part time faculty members (section #s 5007, 5010, 5008, 5014, 5020, 5022, 5006). 218 students were assessed; 186 or 85% received a 70% or better. A common assignment was used and graded on a 1-5 scale according to the following traits:&lt;br&gt;Composition, thesis, mechanics, art historical terminology, identification, Subject matter and iconography, formal analysis, and conclusion. This report will focus on the formal analysis, art historical terminology, and proper identification as they most closely apply to this SLO which addresses form, medium, and style.&lt;br&gt;The results generally show comprehension of the material, however, scores in some areas were higher than others.&lt;br&gt;For art historical terminology: 31% were &quot;great,&quot; 28% &quot;good,&quot; 24% were satisfactory, and 17% were unsatisfactory or were missing terms completely.&lt;br&gt;For formal analysis: 42% were great, 29% were good, 23% were satisfactory, and 6% unsatisfactory and missing formal analysis.&lt;br&gt;For proper identification: 58% were great, 24% were good, 13% satisfactory, and 5% unsatisfactory or missing the identification.&lt;br&gt;Proper identification, which relates to style in the SLO, was the strongest area for students. Formal analysis was also a successful area for students. Art historical terminology, which can relate to any of the criteria in the SLO statement, had the largest number of students who performed unsatisfactorily. This could be for a number of reasons as there was not an agreed upon list of terms and could vary from instructor to instructor. A rubric with more objective clarity would improve the data set in the future and possibly lead to solutions if we still see that correct terminology use is low.&lt;br&gt;Overall, the students performed well in their understanding of form, medium, and style which is good as this SLO deals with the most basic/fundamental concepts in art. In the future the standard should be raised because of the introductory nature of these concepts.</td>
<td><strong>12/01/2015</strong> - The assessment method should be streamlined for this SLO. While the museum paper makes a good assignment, there are too many traits being graded at once for there to be consistency in examining the traits (especially those necessary to the SLO) across the multiple sections, thereby resulting in questionable and inconsistent data.&lt;br&gt;We will work to create a uniform quiz to assess form, medium, and style. The quiz can be tailored to accommodate examples of art that individual instructors feel their students will be most comfortable with, but will consistent in structure (i.e. question #1 on medium, #2 historic style, #3 specific traits of form such as perspective, etc...). We will also change the target to 80% of students will achieve 70% or better.</td>
</tr>
</tbody>
</table>

**Course SLO Assessment Cycle:**<br>2013-14 (Spring 2014)<br>**Input Date:**<br>12/13/2013<br>**Course SLO Status:**<br>Active

03/03/2015 6:59 PM  Generated by TracDat a product of Nuventive.  Page 1 of 38
### ECC: ART 102A - History of Western Art - Prehistoric to Gothic - SLO #2 Comprehend and Critique - Students will be able to demonstrate the ability to comprehend and critique prehistoric through gothic art works in terms of form, medium, and style.

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

**Input Date:**
12/13/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
In the 6th week students are given a prompt for a 5 page essay analyzing and interpreting an ancient artwork found in a local museum. The interpretation must include a description and analysis of the subject of the artwork using the concepts of style, historical context, and the function of the object, interpretation of iconography and use appropriate historical terminology, concepts, vocabulary of form and composition.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
It is expected that 80% of the students will score 75% or above on the paper including all of the above elements.

**Related Documents:**
Art102A Museum Based Essay

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<td>Yes</td>
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<tr>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td>2013-14 (Spring 2014)</td>
</tr>
<tr>
<td><strong>Faculty Assessment Leader:</strong></td>
<td>Karen Whitney</td>
</tr>
<tr>
<td><strong>Faculty Contributing to Assessment:</strong></td>
<td>Ali Ahmadpour, Gretchen Potts, Mary Drobny, Jackie Freedman</td>
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| Related Documents: | 09/12/2014 - Forty students participated in this assessment. The standard was met. 35 students (87%) achieved 75% or higher surpassing the target of 80%. In fact, 16 of those (almost half) achieved a 90% and above. 14 achieved 80% or higher, above average. 5 were 75-79%. The remaining 5 students, though under 75%, were still in the 70-74% range. There were 5 enrolled students who did not submit papers, therefore received 0/F grade, and were not considered as part of the assessment. Overall, all of the students were successful in their ability to comprehend and utilize the terms and concepts pertinent to visual literacy, one of the primary goals of an art history course. Most of the students scored above average due to their ability to apply the terms and concepts and their ability to articulate the concepts in an effective manner. I believe that those at the lower end of the spectrum did in fact understand the concepts but had greater difficulty articulating the information in an organized manner due to inexperience with formal or proper essay writing. The assignment was comprehensive and required synthesis of many concepts into a singular framework. Though this data indicates that students did meet the primary goals of the assessment, I think a more accurate assessment could be met with a narrower assessment not including the historical, contextual and iconographical components. **Standard Met?** | Yes |
| **Semester and Year Assessment Conducted:** | 2013-14 (Spring 2014) |
| **Reviewer's Comments:** | needs to change action date to a future date. |

| Action Category: | SLO/PLO Assessment Process |

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### ECC: ART 102B - History of Western Art - Proto-Renaissance to 19th Century - SLO #2 Comprehend and Critique - Students will be able to demonstrate the ability to comprehend and

**Assessment Method Description:**
Students were asked to write on 1. Form, 2. Media, and 3. Style for a chose image from the course. They were given 15 minutes.

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<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td>2013-14 (Spring 2014)</td>
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| Related Documents: | 10/06/2014 - Average score for question 1 = 1.9 Average score for question 2 = 1.7 Average score for question 3 = 2.3 |

| Action Category: | SLO/PLO Assessment Process |

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critique renaissance through nineteenth-century art works in terms of form, medium, and style.

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

**Input Date:**
10/06/2014

**Course SLO Status:**
Active

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

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
Student's answers for each category were rated on a scale of 1-3. 1=poor answer, 2=average answer, 3=excellent answer.

**Results**

<table>
<thead>
<tr>
<th>Standard Met?</th>
<th>No</th>
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**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Reviewer's Comments:**
Students met the standard for question 3, they were very close for question 1, but were uncomfortable with many of the style terms given the low score for question 2.

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ECC: ART 102C - History of Western Art - 19th Century to Contemporary Times - SLO #2

**Comprehend and Critique** - Students will be able to demonstrate the ability to comprehend and critique nineteenth-century through contemporary art works in terms of form, medium, and style.

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

**Input Date:**
12/13/2013

**Course SLO Status:**
Active

### Assessment Method Description:
Students were given a five page museum assessment activity on the eleventh week of the semester and they were given two weeks to complete the assignment. At this point into the semester it was expected that they should have a comprehensive understanding of the art historical movements and schools that they studied and the necessary skills to meet the class learning objectives. They were asked to compare and contrast two related and promising art works of their choosing from two different stylistic backgrounds that conveys a significant art historical shift. They were required to include proper use of art historical terminology, formal analysis, discussion of subject matter and iconography, and personal response.

### Assessment Method:
Essay/Written Assignment

### Standard and Target for Success:
It is expected that 80% of the students will score 75% or above on the paper including all of the above elements. (80% of the students will score 80-65 out of 80 possible points.)

### Related Documents:
ART 102C - MUSEUM VISIT PAPER - SLO -SPRING 2014
ART 102C - SLO -SP 2014-Attachment 2.pdf

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09/11/2014 - 36 Students received the assignment and 34 students were evaluated in this comprehensive SLO assessment. Based on the fact that the majority of the students in this particular class were ambitious with a solid art historical background the target was set very high. The standard was met and it was even a little above the expected target. 32 students (94% of those who assessed) received 80% and higher and therefore fulfilled all the requirements of this assignment and 2 students (6%) gained satisfactory remarks. Two students did not turn their paper and as the result they are not included in this assessment. The following chart reflects the breakdown of assessment data.

### A-COMPOSITION and Analysis (Student’s Ability to Compose a Formal, College-Level Essay at the Skill Level of English 1A):

- **Introduction and Thesis Statement** (6points)
  - 60% Excellent 38% Good 2% Satisfactory 0% Poor

- **Mechanics of Writing** (10points)
  - (Paragraphs, grammar, punctuation, spelling, tenses, possession, word choice, syntax)
  - 57% Excellent 37% Good 6% Satisfactory 0% Poor

- **Analysis and Methodology** (12points)
  - 65% Excellent 30% Good 5% Satisfactory 0% Poor

- **Use of Art Historical terminology** (6points)
  - 90% Excellent 10% Good 0% Satisfactory 0% Poor

**SECTION A Total (34 points):**
68% Excellent 29% Good 3% Satisfactory 0% Poor

### B- Identification (8points)
100% Excellent 0% Good 0% Satisfactory 0% Poor

### C- SUBJECT MATTER/ICONOGRAPHY (8points)
100% Excellent 0% Good 0% Satisfactory 0% Poor

09/11/2015 - In the future (Spring 2015) I will repeat the same assessment to see how much of the outcome for this assessment was the result of certain pedagogical tactics which was used and how much of that correspond to readiness and responsibility of the students; then the following year I will assess the outcome of these two assignment to see if there is a need to change any portion of this or other similar assignments which include in the course syllabus.

**Action Category:**
SLO/PLO Assessment Process
Analysis: Students were successful in their ability to formulate and articulate meaningful statements and documents and in introducing historical background. They also effectively utilized a basic set of interpretive tools in order to critically locate and understand the production, reception and application of visual codes, styles and techniques. Students also demonstrated their Visual Literacy, which is one of the primary goals of this class and one of the requirements of this SLO. 

Data indicates that students had a clear understanding of formal analysis, art historical terminology, and proper identification, and managed to incorporate that into their overall analysis. As for art historical terminology 90% of the students were excellent and 10% good; which was expected from this class. Students also managed to identify the art works (100% excellent) and did great on subject matter (100% excellent as well). Formal analysis which was another focus of this SLO assessment was also a great success and 94% were excellent and 6% were good. On the forth requirement (conclusion and personal response) 94% did excellent and 6% good. Several different factors contribute to great result which we achieved for this SLO.

Several different factors contribute to great result which we achieved for this SLO.
1. A great majority of students who remain in class and finished the course were advanced and responsible students
2. We held a workshop for both this SLO assessment activity and Symposium which was another major assignment in this class which contributed to a better
**Course SLO Assessment Cycle:**
2013-14 (Spring 2014)

**Input Date:**
12/04/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
• **LEE KIM:** The students had two three hour sessions to produce an 18 x 24 inch drawing using pencil line and shading techniques. The still life was illuminated by a single directional light source. The make up of the still life was a ceramic pot with a flower (lilly), white mask, and an apple on a pedestal. The still life objects were situated on a dark/black background.

• **RANDALL V BLOOMBERG:** In two three-hour classroom sessions, each student will produce an 18 x 24 inch still life drawing using a charcoal lift technique. The still life will be illuminated with a single directional light source, and will be comprised of at least four white objects that reference the cube, the sphere, the cylinder, and the cone.

**Results:**
4/3/2014 - Total students assessed: 90
Composition: 54% Excellent, 26% Good, 20% Satisfactory
Proportion and Perspective: 46% Excellent, 28% Good, 20% Satisfactory
Value and Chiaroscuro: 30% Excellent, 38% Good, 23% Satisfactory, 9% Poor
Process and Technique: 40% Excellent, 33% Good, 24% Satisfactory, 3% Poor

1. Data shows that students demonstrated an overall successful ability to compose drawings utilizing design principles, and a successful ability to construct relative forms and spaces with proportion and perspective. The students were weakest in their use of value and chiaroscuro and somewhat weak in their use of process and technique.

**Action Category:**
03/16/2015 - The objectives on record for ART110, Drawing Fundamentals are lengthy. To cover all of these concepts in a single semester, the instructor must move through the course material very quickly. It may be advised to review the objectives and possibly streamline them. Color theory, for example, may be one topic that can be eliminated, since there is a Color Theory course, in addition to courses in Painting Fundamentals and Watercolor Painting, where color concepts are explored in depth.
### Course SLOs

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

- **HARRISON STORMS:** In three-two and one-half hour drawing sessions each student will produce a still life charcoal drawing. All the values will be applied using various charcoal pencils with a cross-hatching technique. The still life will be illuminated with a single light source. Each still life drawing will include two box forms and a patterned background. Each drawing will include two drawn 7-stepped value bars going from white to black and then black to white. The value bars will be at the top of each drawing and the still life in the lower two-thirds. The goal is to execute a well-composed drawing that establishes the value relationships among the objects as well as their proportional and spatial characteristics.

- **Thomas Kidd:** Using the cross hatching technique, students drew a still life with two rectangular solids on a horizontal surface with a vertical wall attached to the back edge of the horizontal surface. The surface of the vertical back wall was black with one or two white shapes attached to the vertical surface. The still life was lit with a spot light from the side of the front edge and above the still life to create shadows on the surfaces that are covered in white paper or black paper.

#### Assessment Method:

**Project**

**Standard and Target for Success:**

Students will demonstrate a satisfactory (75% - minimal) ability in the following categories:

- Composition, Proportion and Perspective, Value and Chiaroscuro, and Process and Technique.

#### Results

- **Standard Met?:** Yes

#### Semester and Year Assessment Conducted:

2013-14 (Spring 2014)

**Faculty Assessment Leader:**

Randall V Bloomberg

**Faculty Contributing to Assessment:**

Lee Kim, Harrison Storms, Thomas Kidd, Randall V Bloomberg

### Curriculum Changes

03/16/2015 - Review the objectives on record for Drawing Fundamentals (ART110), and Drawing Fundamentals (ART111).

The key to developing successful drawing skills requires practice. Many students do not have proper space to work on their homework assignments. It may benefit student success if the department creates un instructed (but monitored) open studio time in the drawing area. Another method of support would be to hire a student/s who have successfully completed these courses to tutor those in need of help during this open studio time.

**Action Category:**

Program/College Support

03/16/2015 - Spend more class time covering value and chiaroscuro.

**Action Category:**

Teaching Strategies

### Assessment Method Description:

Students were given 2 hours and 45 minutes to use recently acquired critical and analytical skills to chromatically compose a pre-established composition by unifying the randomly assigned color parameters of hue, value, saturation and temperature into one viable arrangement in partial fulfillment of the required analytical and critical thinking core competencies for this class. This particular assessment focuses on value structure and application. The understanding and use of Value terminology was also folded into the assessment.

**ECC: ART 129 - Fundamentals of Color - SLO #1 Value Contrast - A student will have a foundational understanding of value contrast and key and demonstrate the ability to compose chromatically, appropriately applying an assigned value structure to a color composition, which demonstrates a specific contrast level, key range and value pattern.**

**Course SLO Assessment Cycle:**

2013-14 (Spring 2014)

**Input Date:**

12/13/2013

**Course SLO Status:**

- **3/3/2014 - Value Key**
  - 3 = 20
  - 2 = 0
  - 1 = 1
  - 0 = 0

- **Value Contrast**
  - 3 = 18
  - 2 = 3
  - 1 = 0
  - 0 = 0

**Observable Patterns (Describe the patterns observed in the data.)**

- **A** In the midterm practicum, students on the whole demonstrated very strong competence with regards to value structure as applied in a color composition.
- **B** There was more variance in competence with the correct application of value structure than in the other skill sets. There was a noticeable shift of proficiency in this area.
- **C** The other two skill sets: application of value key and value contrast, showed fairly consistent comprehension analysis.
### Course SLOs 1 and ctu.unitid = 723

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<thead>
<tr>
<th>Assessment Method Description:</th>
<th>04/30/2015 - 4/4/2014 - 42 students assessed from 4 sections</th>
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<tbody>
<tr>
<td>Andrea Micallef, Walter Cox</td>
<td>Summary of Outcomes</td>
</tr>
<tr>
<td>Students will be asked to create three compositions incorporating line, pattern, texture and value and write an analysis of their work using the formal vocabulary of the elements and principles of design.</td>
<td>1)Fundamentals of Composition – Excellent 19%, Good 50%, Satisfactory 26%, Poor 5%, Unsatisfactory 0%</td>
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<td>Assessment Method:</td>
<td>2)Design Process – Excellent 26%, Good 45%, Satisfactory 26%, Poor 3%, Unsatisfactory 0%</td>
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<td>3)Application of Line, Pattern, Texture, Value – Excellent 16%, Good 48%, Satisfactory 28%, Poor 5%, Unsatisfactory 3%</td>
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<td>Standard and Target for Success:</td>
<td>4)Use of Formal Vocabulary – Excellent 21%, Good 54%, Satisfactory 19%, Poor 3%, Unsatisfactory 3%</td>
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<td>The expectation is that 85% of students will score 75% (satisfactory) or above on this SLO.</td>
<td>The results from the data indicate that 88% of the students in 2 Dimensional Design (Art 130) achieved the target for success (75% or higher) for Fundamentals of Composition, Design Process, Application of Line, Pattern, Texture, Value and Use of Formal Vocabulary. The data also indicate that student achievement was fairly consistent across all measures and no particular measure stood out from the others in terms of greater or less achievement. This indicates that efforts for</td>
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<td>RUBRIC</td>
<td>09/02/2014 - Student success in studio classes depends on assimilating and utilizing both skills and theory. We will develop a new assignment that requires students to create their own examples of the elements and principles and we employ game strategies in small group settings to encourage discussion and evaluation.</td>
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<tr>
<td>These are the criteria that are used to determine a successful assessment for Art 130:</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
</tr>
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<td>1. Fundamental Composition- Before adding line, pattern, texture and value.</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
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<td>2. Design Process- Thumbnails, roughs and comps.</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
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<td>3. Application of Line, Pattern, Texture and Value</td>
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<td>4. Use of the Formal Vocabulary of Elements and Principles</td>
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**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)  
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**Course SLO Status:** Active
### 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

### Summary of Outcomes

<table>
<thead>
<tr>
<th>Critical Evaluation of Typographic Sample</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hierarchy</td>
<td>14% (Excellent)</td>
</tr>
<tr>
<td>Emphasis</td>
<td>11% (Excellent)</td>
</tr>
<tr>
<td>Audience</td>
<td>17% (Excellent)</td>
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<tr>
<td>Meaning</td>
<td>8% (Excellent)</td>
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The majority of students (over 70% in each criteria) evaluated scored in the Good and Satisfactory range of results, indicating that a few students (ranging from 6% to 20%) failed to successfully integrate the material few students were capable of mastering it beyond a basic understanding (no higher than 17%). Because the distribution of outcomes is relatively even across the entire criterion, it is appropriate to examine teaching strategies that will raise student success in each criteria.

### Action Category:

Teaching Strategies

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.
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<td>ECC: ART 132 - Advertising Design I - SLO #1 Design Idea - Students will be able to demonstrate ability to compare and contrast a variety of their thumbnail sketches and justify the development of a single design idea. <strong>Course SLO Assessment Cycle:</strong> 2013-14 (Spring 2014) <strong>Input Date:</strong> 12/13/2013 <strong>Course SLO Status:</strong> Active</td>
<td><strong>Assessment Method Description:</strong> Critique of Projected Thumbnail Sketches over multiple projects. Compare and contrast work. Work should improve on second project. The amount of growth is evaluated on the second set of sketches that were presented in the 8th week. <strong>Assessment Method:</strong> Presentation/Skill Demonstration <strong>Standard and Target for Success:</strong> It is expected that at least 75% of students will show a minimum of Satisfactory growth.</td>
<td><strong>09/11/2014 - Summary of Outcomes</strong> I started to have students scan and project their thumbnail sketches. This large-scale projection improved, student engagement and accountability. Students were evaluated on content, effectiveness of concepts, craftsmanship and ability to objectively compare their work with others. 38% showed excellent growth and were completely successful, 42% showed satisfactory growth and had adequate success, 12% had poor growth, 8% had unsatisfactory results. <strong>Standard Met? :</strong> Yes <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Spring 2014) <strong>Faculty Assessment Leader:</strong> Cheryl Dimson <strong>Reviewer's Comments:</strong> Needs Data analysis and a future action date</td>
<td><strong>09/11/2014 - I plan to continue this process and improve on it by asking students to share their work scanned and projected deeper into the projects. In this semester I only had students show work in this manor in the first phase. I plan on showing development work projected so as to better engage the whole class in the learning process and give the students the opportunity to compare and contrast their work with other students.</strong> <strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>ECC: ART 133 - Graphic Design - SLO #1 Principles of Design - Students will have an understanding of and be able to explain basic principles of design and perception and their use in graphic design. <strong>Course SLO Assessment Cycle:</strong> 2013-14 (Spring 2014) <strong>Input Date:</strong> 12/13/2013 <strong>Course SLO Status:</strong> Active</td>
<td><strong>Assessment Method Description:</strong> Students will be asked to create a poster featuring a twentieth-century graphic designer with a focus on some unique aspect specific to the chosen designer. <strong>Assessment Method:</strong> Project <strong>Standard and Target for Success:</strong> The expectation is that 85% of students will score 75% (satisfactory) or above on this SLO.</td>
<td><strong>09/04/2014 - 24 Students assessed</strong> Summary of Outcomes 1) Research – Excellent 12%, Good 48%, Satisfactory 8%, Poor 8%, Unsatisfactory 0% 2) Design Process- Thumbnails, roughs and comps – Excellent 28%, Good 48%, Satisfactory 20%, Poor 4%, Unsatisfactory 0% 3) Application of Design Principles – Excellent 24%, Good 56%, Satisfactory16%, Poor 4%, Unsatisfactory 0% 4) Conceptual Content – Excellent 24%, Good 60%, Satisfactory 12%, Poor 4%, Unsatisfactory 0% The results from the data indicate that 86% of the students in Graphic Design I (Art 133) achieved the target for success (75% or higher) for Research, Design Process, application of Design Principles and</td>
<td><strong>05/01/2015 - Changes to Curriculum would have students conduct research and write a brief summarizing the information they found. They would then be required to present their findings to the class and include proposals as to the kinds of solutions their research suggests for the client. When presenting ideas during the design process, students must make a bullet list for each proposal of how their solutions are supported directly by their research.</strong> <strong>Action Category:</strong> Curriculum Changes</td>
</tr>
</tbody>
</table>

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ECC: ART 141 - Digital Art - SLO #3 2D Design Concepts - Students will apply 2D design concepts in the execution of original digital art projects.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

### Assessment Method Description:
These assessments are from 5 sections of Art 141 Digital Art. Each instructor used a slightly different assignment, but all required the student to create an original vector drawing in response to a specific prompt such as: design a book cover for a children’s book, or design a tarot card featuring an original character design. Students were to use 2D design concepts of color, value, scale, line, positive and negative space to create a successful composition. This comprised the “Aesthetic” portion of their grade.

### Assessment Method:
Project

### Standard and Target for Success:
Instructors expected 75% of students to score at or above 70%
4 sections used a 10 point rubric:
10/10 demonstrates excellent understanding of the use of these concepts in an illustration.
9/10 shows a good understanding,
7-8/10 shows partial understanding,
6/10 or below shows little understanding.
1-5/10 shows little understanding
0/10 indicates that the project was not handed in

1 section used a 4 point rubric:
4 Demonstrates full understanding of skills and concepts
3-Demonstrates some understanding of skills and concepts
2-Demonstrates little understanding of skills and concepts
1-Does not demonstrate understanding of skills and concepts

### Results
- **Conceptual Content. The data also indicate that student achievement for Research is the lowest measure with only 12% of students achieving an Excellent rating in addition to having the most students in the Poor rating with a score of 8%. This indicates that while the majority of students score either Good or Satisfactory, there exists the most room for improvement.**

### Standard Met?
Yes

### Semester and Year Assessment Conducted:
2013-14 (Spring 2014)

### Faculty Assessment Leader:
Andrea Micallef

### Action Category:
Teaching Strategies
ECC: ART 143  - Digital Design and Publishing - SLO #3 2-D Design Concepts - Students will apply 2D design concepts to digital publications.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Assessment was attached to the midterm project. Students were asked come up with a design proposal for a publication by creating a mock up of the publication cover and sample of several interior pages. As part of the final grade, students received 10 points for effective use of 2D design concepts in their proposal.

**Assessment Method:**
Project

**Standard and Target for Success:**
Students were given 10 points in 4 areas: Technical, Aesthetic, Conceptual, and Presentation for a possible total of 40 points. The area relating to SLO #3 is “Aesthetic,” which includes the effective application of design principles (formal visual qualities). I expected at least 70% of students to score above 7 points. A successful design made effective use of images and text as compositional elements, color, value, and positive/negative space to effectively convey the message that needed to be communicated to the audience.

**Results**
Needs data analysis and a future action date

09/08/2014 - These grades were specifically for the “Aesthetic” part of the total grade:
- Students will apply 2D design concepts to digital publications.
- 22 students total (1 sections of Art 143)
- 7 earned 10/10		32%
- 6 earned 9/10		27%
- 5 earned 8/10		22%
- 3 earned 7/10		14%
- 1 earned 5/10		5%

Art 143 is an intermediate class and many of the students have taken several art, design, and digital classes in addition to the required prerequisite of Art 141, so I expect them to already have a knowledge of design concepts. I have also met with the students individually and they meet together in groups to critique and improve their work as it is progressing. A score of 10/10 demonstrates excellent understanding of the use of these concepts in an illustration, 9/10 shows a good understanding, 7-8/10 shows partial understanding, and 6/10 or below shows little understanding. 0/10 indicates that the project was not handed in.

In addition to these scores, all students who hand-in their work on time participate in a critique that involves the entire class giving feedback on their final work.

**Standard Met? :**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Joyce Dallal

**Reviewer's Comments:**
Needs future action date

09/08/2014 - To improve student success percentages, I will increase the number of intermediate milestone deadlines during the production of the final project. I will also increase the amount of time spent on rendering and post-production for the final film.

**Action Category:**
Teaching Strategies

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ECC: ART 144  - Three-Dimensional Computer Animation - SLO #3 Original Animation - Students will be able to demonstrate knowledge of three-dimensional modeling and animation by producing a short original animation.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Assessment was conducted during submission of the semester's final project. The final project was a short animation consisting of an original, animated 3-D character. The project required that the students animate their character in a way that demonstrates the character's type and personality.

**Assessment Method:**
Project

**Standard and Target for Success:**
Students will be assessed on three different

09/09/2014 - CRITERIA ASSESSED (Percent of students who scored 70% or better)
1. Original Character Creation (100%) 
2. Original Character Animation (100%)
3. Presentation of Short Animation (75%)

Here is a breakdown of the students individual assessment scores (16 students total):
- 10 students assessed at 100%
- 4 students assessed at 70%
- 2 students assessed at 0%

09/09/2014 - To improve student success percentages, I will increase the number of intermediate milestone deadlines during the production of the final project. I will also increase the amount of time spent on rendering and post-production for the final film.

**Action Category:**
Teaching Strategies
criteria from the class SLO. Results will be defined in percentages. Student can receive 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 meet the standard (0%). Based on my recent semesters’ class results, I would expect that 90% of the students will achieve an overall score of 75% or better.

It should be noted that the students who received a 70% assessment score submitted their animations late and the 2 students who received a 0% failed to present anything.

14 out of 16 students (87.5%) achieved a total assessment score of 70% or better, which is less than my expectation of 90%. In order to improve the student success percentages, I will need to seek out a way to improve students’ time management skills when it comes to meeting deadlines and completing projects.

| Standard Met? : | No |
| Semester and Year Assessment Conducted: | 2013-14 (Spring 2014) |
| Faculty Assessment Leader: | Joyce Dallal |
| Faculty Contributing to Assessment: | David Turner |
| Reviewer's Comments: | needs future action date |

### Assessment Method Description:
Students will be assessed on whether they adequately meet requirements of the project as stipulated in the SLO. Evaluation points will be based on the following criteria:
- 0 points - Student did not turn in project
- 1 point - Student did not successfully accomplish SLO objective
- 2 points - Student adequately met SLO objective
- 3 points - Student exceeded SLO objective

### Assessment Method:
Project

### Standard and Target for Success:
Expected average student score on SLO objective: 2.5 points

09/06/2014 - Students were evaluated on their ability to output motion and interactive media in two projects. One required them to output Flash media and insert it into an html page; the second required that they output .mp4 media and insert it into an html page.

Averages were computed using two sets of data. The first set omitted scores of zero (students who did not turn in project). The average score for this set computed to 2.56, which exceeded the objective.

The second set of data included zero scores and the average computed to 2.29, which did not meet the objective.

### Action Category:
Teaching Strategies
09/06/2014 - Teaching methodologies for meeting the objective are adequate, but more attention needs to be paid to necessity of all students turning in their work. Instructor will integrate additional one-on-one time with struggling students into lesson plans for evaluated projects.
ECC: ART 146 - Designing for the World Wide Web - SLO #01 Organized Website - A student will demonstrate the use of HTML, CSS code, and industry-standard web authorizing software in the development of a clearly organized website containing properly prepared images, links, and color.

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

Input Date: 12/16/2013

Course SLO Status: Active

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 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.

Results
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%)
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)

Action & Follow-Up
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.

Action Category: Teaching Strategies

02/10/2015 - Raise percentage of students who completely meet standards for application of core web design skills. To increase understanding of file organization I will create a physical 3-dimensional model to illustrate the concept.

Action Category: Teaching Strategies

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### Course SLOs 1 and ctu.unitid = 723

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Assessment Leader:</strong> Joyce Dallal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Contributing to Assessment:</strong> Ron Romain</td>
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</tbody>
</table>

**ECC: ART 152 - Rendering - SLO #1 Draw Representationally** - Students will be able to demonstrate the ability to draw representationally, by appropriately applying basic 3-point perspective, expansion of form, and convergence.

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

<table>
<thead>
<tr>
<th>Input Date:</th>
<th>12/16/2013</th>
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<tbody>
<tr>
<td><strong>Course SLO Status:</strong> Active</td>
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</tbody>
</table>

**Assessment Method Description:**

Students were given 2 hours and 45 minutes to use recently acquired analytical skills to solve a complex orthographic layout correctly, and render it in 3-point perspective in partial fulfillment of the required analytical core competencies for this class. Correct ellipse-angle analysis and placement follow-through were also incorporated into the criterion to fully demonstrate their understanding of the articulation of form(s). This particular assessment focuses on the application and understanding of 3-point perspective.

**Assessment Method:** Project

**Standard and Target for Success:**

It is expected that 85% of students will score 75% (satisfactory) or above on this SLO

RUBRIC

These are the criteria that are used to determine a successful assessment for Art 152:

1. 3-point framework (ability to accurately map a framework of horizon line and vanishing points to house a non-distorted drawing in 3 point perspective)
2. Convergence (ability to consistently converge all receding lines and edges to their correct vanishing points and horizon line)
3. Realism and Distortions (ability to avoid distortions with attention to appropriate angles for forward corners and objects relationship to the horizon line)

Students’ achievement ratings for each criteria:

- Excellent (90%)
- Good (80%)
- Satisfactory (75%)
- Poor (70%)
- Unsatisfactory (69%)

<table>
<thead>
<tr>
<th>09/03/2014 - Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-point framework: 3= 252 0 1 00= 1</td>
</tr>
<tr>
<td>Convergence: 3= 232 0 1 20= 1</td>
</tr>
<tr>
<td>Realism/distortions: 3= 202 4 1 10= 1</td>
</tr>
</tbody>
</table>

**Observable Patterns** (Describe the patterns observed in the data.)

A In the midterm practicum, students on the whole demonstrated a very strong competence with regards to the 3-point drawing skills assessed: 3-point framework, Convergence, and Realism/distortions.

B Realism/distortions showed more variance in competence than the other skill sets. There was a noticeable shift in proficiency in this area, albeit still in a competent range.

C The other two skill sets, 3-point framework and Convergence, showed fairly consistent comprehension and competence.

D The amount of time allotted the midterm was sufficient as all practica were turned in within the time parameters

**Standard Met?**

Yes

**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)

**Faculty Assessment Leader:** Richard Ewing

**Faculty Contributing to Assessment:** None

| 04/01/2015 - A discussion among the full-time and part-time drawing faculty regarding the strategies for implementation of very basic form analysis from varied viewpoints would encourage familiarity with the orthographic process. Also, an overview of assessment consistency from one instructor to another in the prerequisite Fundamental Drawing classes would bring uniformity to the fore amongst the incoming students. ~The return of the semester long Linear Perspective class made available to students on a drawing trajectory would be a boon to all drawing based classes and would allow for more time spent in the Rendering class on other vital competencies. Students in drawing intensive majors such as Industrial Design, Animation, Game Art design, Interior design, Illustration, and Drawing and Painting would all benefit. |

**Action Category:** Program/College Support

**04/01/2015** - Attention needs to be paid to the placement of the outer-lying box forms to assure the most forward or extreme angles are set at a 90° or greater angle. A focus should be made on estimating the cone of vision within the established 3-point framework, and confirming all angles before proceeding with expansion of the orthographic analysis. This is easily accomplished in prior lessons by adding emphasis to these steps in all preliminary exercises, (starting with simple 1 & 2-point assigns.).

**Action Category:** Teaching Strategies

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ECC: ART 161 - Beginning Ceramics - SLO #2
Building and Forming - Students will be able to show competency in basic building and forming techniques of ceramic art through their creations.

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

Input Date: 12/16/2013

Course SLO Status: Active

Assessment Method Description:
Students will use specific tools and skills, clearly demonstrated in class, to create 4 cylinders that will be measured for correct height and thickness as well as visual quality and appropriate level of craftsmanship.

Tools used: Sponge, Wooden Stick, Wire Tool, Potters Wheel

Assessment Method:
Project

Standard and Target for Success:

Each student is assessed on a scale from 1. Poor 2. Average 3. Good 4. Exceptional

Each cylinder must be 4 inches or taller and ½ inch or thinner with even wall thickness top to bottom. Cylinders must be smooth and evenly thrown showing a reasonable level of craftsmanship. Students have 3 weeks to complete task. In that 3 week time period, Students are show each day what is expected and how to accomplish the task.

Target for Success is 80% or more performing at the Average or higher level.

09/03/2014 - Total students assessed: 78.

Height: 2% Poor 32% Average 51% Good 14% Exceptional
Thicknes: 0% Poor 46% Average 50% Good 4% Exceptional
Visual Quality: 0% Poor 30% Average 61% Good 8% Exceptional
Craftsmanship: 0% Poor 30% Average 57% Good 12% Exceptional

Total 9% of all students performed at the Exceptional level
55% of all students performed at the Good level
34% of all students performed at the Average level
2% of all students performed at the Poor level
98% of all students performed at the Average or higher level.

I use a six-step method to teach students how to throw cylinders with a clear demonstration of tool use and technique. The data shows that students understand and have a high level of success. 98% performed at the Average or higher level having never thrown on the potter’s wheel. One trend to be noted is in the assessment area of thickness. Students had the most trouble with this area. This is a skill that is improved with practice. Like golf or basketball or any coordination skill, practice and repetition is needed.

One semester is only enough time to introduce the skill. More levels and class repeatability are needed to master the skill.

My six-step method is very effective but there is a small percentage still not getting it. More time to practice and perfect cylinders and achieve the correct wall thickness would help. Also more individual instruction for students struggling with the assignment will help improve their success. Making students aware of youtube videos of throwing demonstrations is something to consider. The program or College could support these recommendations by providing better internet access in the classroom as well as projection support for the ceramics area.

Standard Met?: Yes

Semester and Year Assessment Conducted:
2013-14 (Spring 2014)

Faculty Assessment Leader:
Vince Palacios
### ECC: ART 173 - Introduction to Jewelry and Metalsmithing - SLO #1 Apply Principles - Students will be able to synthesize, and apply the principles of jewelry design, and appropriate practices, to create original finished jewelry objects.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

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

<table>
<thead>
<tr>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students will fabricate a band ring from a flat stock of sheet metal. The ring will include stamped text of the student’s choice based on the concept of identity. The ring must be fabricated to the correct size. Students have 4 weeks to complete the task.</td>
<td>09/11/2015 - The institution can assist in student success by providing 'wi-fi' to the classroom, access to resources on the internet have become key and a accepted teaching tool. The studio can provide a large video screen in the classroom with internet connections to enhance student motivation and success.</td>
</tr>
</tbody>
</table>
| **Assessment Method:**
Project | 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. |
| **Standard and Target for Success:**
It is expected that 85% of the students will score 75% or higher.

Rubric
These are the criteria that are used to achieve a successful assessment for Art 173:

Design and Visual Quality (creative and appropriate selection of text, application of text)
Fit (ability to size the ring within a specified tolerance of one quarter ring size))
Craftsmanship (quality of soldered seam, stamping, surface finish)

Students’ achievement rating for each criteria:
- Excellent (=90%)
- Good (80-89%)
- Satisfactory (70-79%)
- Poor (=69%)

09/11/2014 - 48 students from 3 sections
Summary of Outcomes

- **Design and Visual Quality:** Excellent 45%/Good 35%/Satisfactory 16%/Poor 4%
- **Fit:** Excellent 45%/Good 33%/Satisfactory 10%/Poor 10%
- **Craftsmanship:** Excellent 24%/Good 43%/Satisfactory 27%/Poor 4%

The data indicates that overall 93.75% of the students achieved 75% or greater for this SLO. 38.8% performed at the Excellent level, 37.5% at the Good level, 17% at the satisfactory level and 6.25% at the Poor level. With 93.75% 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 of the assessment instrument. the data indicates that students can improve most in the ‘Craftsmanship’, this category had the lowest percentage at the Excellent level and the highest at the Satisfactory level.

**Standard Met? :**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Irene Mori

09/11/2015 - I will generate an additional handout to further the student’s understanding of craftsmanship, and demonstrate in detail methods needed to achieve the level of Excellence.

**Action Category:**
Curriculum Changes

09/11/2015 - Students enrolled in Art 173 have little or no previous experience in the jewelry and metals medium. Mastery of the many skills required can only be achieved through time and practice. Although 93.75% of the students scored satisfactory or above, in the professional field ‘Excellent’ is the expected level. More course levels and Open Studio are needed in the curriculum.

**Action Category:**
Program/College Support

09/11/2015 - The institution can assist in student success by providing 'wi-fi' to the classroom, access to resources on the internet have become key and a accepted teaching tool. The studio can provide a large video screen in the classroom with internet connections to enhance student motivation and success.

**Action Category:**

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

**ECC: ART 181 - Beginning Sculpture - SLO #1**

**Course SLO Status:** Active

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

**Input Date:** 12/16/2013

**Course SLO:** Demonstrate Ability - Students will be able to demonstrate the ability to fabricate a sculpture by appropriately applying elements and principles of design.

**Assessment Method Description:**

Students will be able to demonstrate ability to Fabricate a sculpture by appropriately applying The Elements and Principles of Design. The three assessment tools will be:

- Usages of basic Elements of Design, including: Line, Shape/Form, and Texture.
- Usage of Basic Principles of Design, including: Unity, variety, balance, scale and proportion, Craft-Construction skills in the Fabrication of the sculpture, including: Additive and subtractive methods, and finishing skills.

**Standard and Target for Success:**

- Project
- **Standard Met?**
  - Yes
- **Semester and Year Assessment Conducted:**
  - 2013-14 (Summer 2014)
- **Faculty Assessment Leader:** Russell McMillin
- **Faculty Contributing to Assessment:** None

**Results:**

- 09/10/2014 - There were 2 sections, totaling 40 students at this point in the semester, September/October. There were 17 students the scored 4 points on the completed project, 42.5%
- 09/10/2014 - There were 18 students that scored 3 points on the completed project, 45%
- 09/10/2014 - There were 4 students that scored 2 points on the completed project, 10%
- 09/10/2014 - There was only 1 student the scored below the acceptable standard, 0.25%

- Of the 40 students, 39 received a score of 2 or higher, or 97.5%
- Of the 40 students, 35 received a score of 3 or higher, or 87.5%

**Action & Follow-Up**

- 09/10/2015 - I am looking at modifying the length of this project, to give more time for those students with little hands on experience.
- I will focus more attention on review of The Elements and Principles of Design in are chapter readings and discussions.

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

**ECC: ART 187 - Printmaking I - Etching, Relief, and Lithography - SLO #1 Tools and Skills**

**Course SLO Status:** Active

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

**Input Date:** 12/16/2013

**Course SLO:** Demonstrate Ability - Students will be able to use specific tools and skills to create an edition of prints that use the etching, relief, and lithographic medium to create images.

**Assessment Method Description:**

Students will use specific tools and skills to generate an edition of prints that use the etching medium to create an image that responds to the assigned theme of Self-Portrait. Tools and materials used: burnisher, scraper, etching needle, copper plate, printmaking paper, ferric chloride

Students use etching and drypoint to create an image that responds to the theme of 'Self-Portrait'. The prints must respond to the assigned theme, show an adequate level of craftsmanship (cleanliness, sufficient and consistent inking, correct registration), and must have at least four different levels of value (changes from light to dark).

**Standard and Target for Success:**

- Project
- **Standard Met?**
  - Yes
- **Semester and Year Assessment Conducted:**
  - 2013-14 (Spring 2014)
- **Faculty Assessment Leader:** Russell McMillin
- **Faculty Contributing to Assessment:** None

**Results:**

- 09/10/2014 - Total students assessed: 14
  - Technical:
    - Inking: 2 (14%) excellent, 3 (21%) good, 3 (21%) average, 3 (21%) below average, 3 (21%) poor
    - Craftsmanship: 1 (7%) excellent, 6 (42%), good 3 (21%), average, 2 (14%) below average, 3 (21%), 0 poor
    - Registration: 9 (64%) excellent, 0 good, 5 (35%) below average, 0 poor
  - Aesthetic:
    - Composition: 1 (7%) Excellent, 5 Good (35%), 3 Average (21%), 5 Below Average (35%), 0 Poor

**Action & Follow-Up**

- 09/10/2015 - When students do not have a basic foundation of visual skills, creating prints is often very challenging for students. Two different approaches might help. The requirement of a prerequisite for Art 87 of the successful completion of 2D Design and/or Basic Drawing would mean students in the class could spend more time mastering the technical aspects of printmaking and less time working through basic visual foundational skills. Also, due to the complexity of printmaking processes, student would benefit from the option of repeating the course more than twice, as the mastery of printmaking skills is a long process.
<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 723</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have seven class periods to complete the project.</td>
<td>Assessment Method: Presentation/Skill Demonstration</td>
<td></td>
<td>Because of the equipment and chemical intensive nature of the printmaking process, most of this work can only be done in the Print Shop under qualified supervision.</td>
</tr>
<tr>
<td>Standard and Target for Success: At least 50% of the students should receive score of 2 (average) or better.</td>
<td>Standard Met?: Yes</td>
<td></td>
<td>The Program or College could support these recommendations by providing funding or support for a Print Shop technician and open studio hours outside of regular class time for students to work in the Print Shop. I periodically hold open studio periods on Fridays throughout the semester (about 6 hours, 3-5 times a semester), but regular access to the facilities supported by the ECC in addition to class time for students, would be greatly beneficial to their work.</td>
</tr>
<tr>
<td></td>
<td>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</td>
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<tr>
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<td>Faculty Assessment Leader: Katherine Sheehan</td>
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</tr>
</tbody>
</table>

Assessment Method Description:
Each student will create a written analysis of a career sector in the field of art and design. •Identification of a potential career path, salary potential and top employers and/or galleries.

Summary of Outcomes
Career Research

09/27/2014 - 36 students from one section were assessed

04/01/2015 - Include a new project where students must research contacts at a school, in an industry or at a business or studio. They would need to
### Course SLO Assessment Cycle:
**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)

**Input Date:** 12/16/2013

**Course SLO Status:** Active

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<thead>
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<th>Assessment Method Description:</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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</thead>
<tbody>
<tr>
<td><strong>SLO#2. Comprehend and Critique.</strong> Identify and analyze a work of art: 1) Identify the medium and describe the artist’s technique. 2) Discuss the form of the work using specific terms, and 3) Discuss the work in terms of the elements of art</td>
<td><strong>19%</strong> Excellent, <strong>39%</strong> Good, <strong>28%</strong> Satisfactory, <strong>11%</strong> Poor, <strong>3%</strong> Unsatisfactory</td>
<td>turn in their list of contacts and must have spoken to, or had correspondence with at least three individuals on the list.</td>
</tr>
</tbody>
</table>

**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**

1. Career Research
2. Identification of Schools and Certification Programs
3. Networking Skills
4. Presentation Skills

**Students’ achievement ratings for each criterion:**
- Excellent (90%), Good (80%), Satisfactory (70%), Poor (60%), Unsatisfactory (below 59.999%)
- **Identification of Schools and Certification Programs:**
  - Excellent: 25%
  - Good: 42%
  - Satisfactory: 25%
  - Poor: 6%
  - Unsatisfactory: 3%
- **Networking Skills:**
  - Excellent: 8%
  - Good: 19%
  - Satisfactory: 50%
  - Poor: 14%
  - Unsatisfactory: 8%
- **Presentation Skills:**
  - Excellent: 14%
  - Good: 22%
  - Satisfactory: 53%
  - Poor: 18%
  - Unsatisfactory: 3%

One hundred percent of students met the objectives, however there was a noticeable dip in outcomes when it came to students’ ability to demonstrate Networking Skills. 8% of students scored in the Excellent category, 19% scored in the Good category, 53% were Satisfactory, 11% were Poor and 8% were Unsatisfactory. Although the expected outcomes of the combined categories were met with 86% of students scoring over 75% overall, this was clearly the lowest category with only 81% of students meeting the objective.

**Standard Met?** Yes

**Semester and Year Assessment Conducted:** 2013-14 (Summer 2014)

**Faculty Assessment Leader:** Walter Cox

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**ECC: ART 205B - History of Asian Art - China, Korea, and Japan - SLO #2 Comprehend and Critique - Students will demonstrate the ability to comprehend and critique Chinese, Korean, and Japanese art works in terms of form, medium, and style.**

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

**Input Date:** 12/16/2013

**Course SLO Status:** Active

**Assessment Method Description:**

SLO#2. Comprehend and Critique. Identify and analyze a work of art: 1) Identify the medium and describe the artist’s technique. 2) Discuss the form of the work using specific terms, and 3) Discuss the work in terms of the elements of art.

**Assessment Method:** Essay/Written Assignment

**Standard and Target for Success:** It is expected that 51% of the students will score 75% or above on this SLO. (51% of the students will score 7-9 out of 9 possible points.)

04/18/2014 - 18 of 27 students scored 7-9 points on the assignment. This represents 67% of the students scoring 75% or above on the SLO. Students performed poorly on the third component of the SLO (discussing the elements of art in analyzing the work), indicating many did not understand the difference between the elements of art. Much terminology is Western-specific and not entirely applicable to the discussion of form/style of Asian art, yet students successfully responded to the second component (discussing form and style). Overall, the assessment indicates strong critical thinking, but weak comprehension of fundamental vocabulary.

**Standard Met?** Yes

**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)

**Faculty Assessment Leader:** Lucy Alamillo

**Faculty Contributing to Assessment:**

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ECC: ART 207 - Art History of Mexico and Central and South America - SLO #2
Comprehend and Critique - Students will demonstrate the ability to comprehend and critique Mexican, Central and South-American art works in terms of form, medium, and style.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Students were given a five page museum assessment activity on the eleventh week of the semester and they were given two weeks to complete the assignment. At this point into the semester it was expected that they should have a comprehensive understanding of the arts of Central and South American cultures, Colonial and Modern Latin American societies as well as an analytical understanding of art forms within their historical and social context to meet the class learning objectives. Therefore, they were asked to select two related and promising art works from two different cultural periods from (Ancient, Colonial Latin America, or Modern Latin America) that conveys the stylistic attributes of these periods and to compare and contrast these art works of their choosing. They were required to include proper use of art historical terminology, formal analysis, discussion of subject matter and iconography, and personal response.

**Standard and Target for Success:**
It is expected that 85% to 90% of the students will score 70% or above on the paper including: proper use of art historical terminology, formal analysis, discussion of subject matter, iconography, and personal response. (85% of the students will score 80-64 out of 80 possible points.)

**Related Documents:**
- ART 207 SLO -Spring 2014-Attachment 2.pdf

**Results:**
09/12/2014 - 28 Students received the assignment and 26 students were evaluated in this comprehensive SLO assessment. The standard was met and it was even above the expected target (100% of the students received 70% and higher). 20 students (77% of those who assessed) received 80% and higher and therefore fulfilled all the requirements (proper use of art historical terminology, formal analysis, discussion of subject matter, iconography, and personal response) of this assignment and 6 students (23%) gained 70% and higher. Two students did not turn their paper and as the result they are not included in this assessment. The following chart reflects the breakdown of assessment data.

**Action Category:**
SLO/PLO Assessment Process

**Action & Follow-Up:**
09/12/2015 - In the future (Spring 2015) I will repeat the same assessment and if I get the same or better results then I will keep this or similar assignment otherwise I will make required changes base on the assessed outcome. Regarding the first component (Student’s Ability to Compose a Formal, College-Level Essay at the Skill Level of English 1A) of this assessment I will collaborate with English department to organize a
<table>
<thead>
<tr>
<th>Results</th>
<th>80% Excellent</th>
<th>15% Good</th>
<th>4% Satisfactory</th>
<th>1% Poor</th>
<th>0% Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Excellent (A) = 100-90% (80-72 Points)</td>
<td>2-Good (B) = 89-80% (71-64 Points)</td>
<td>3-Satisfactory (C) = 79-70% (63-56 Points)</td>
<td>4-Poor (D) = 69-60% (55-48 Points)</td>
<td>5- Unsatisfactory (F) = 59-0% (47-0 Points)</td>
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</tbody>
</table>

Analysis: Students were successful in their ability to formulate and articulate meaningful statements and documents and in introducing historical background. They also effectively utilized a basic set of interpretive tools in order to critically locate and understand the production, reception and application of visual codes, styles and techniques.

Students as well demonstrated their Visual Literacy, which is one of the primary goals of this class and one of the requirements of this SLO.

Data indicates that students had a clear understanding of formal analysis, art historical terminology, and proper identification, and managed to incorporate that into their overall analysis. As for art historical terminology 90% of the students were excellent and 10% good; considering the fact that a very clear and comprehensive list of terms was distributed for each unit this was expected from this class. Students also managed to identify the art works (100% excellent) and did great on subject matter (9% excellent and 10% good). Formal analysis which was another focus of this SLO assessment was above standard since 75% were excellent, 20% were good, and 5% satisfactory.

On the forth requirement (conclusion and personal response) 70% did excellent, 20% good, and 10% satisfactory. Several different factors contribute to great result which we achieved for this SLO.

1. A great majority of students took this class out of their curiosity and passion for their cultural background and therefore did every assignment willingly.
2. We held a workshop for both this SLO assessment activity and Symposium which was another major assignment in this class which contributed to a better understanding and requirements of these assignments.
3. A worksheet was provided to students which helped them with their observation of the art works during their visit to LACMA.
4. I had spent a great amount of time with many member of this class who came for help.

In addition to above data the result for final exam and symposium (students did very well in these assignments as well) are other parallels which proof the success of
### Course SLOs 1 and ctu.unitid = 723

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
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</thead>
</table>
| **ECC: ART 217 - Life Drawing I - SLO #1**<br>Analysis of Human Form - Students will demonstrate the ability to draw the human figure observationally, appropriately applying an understanding of basic drawing skills, gesture, proportion, and artistic anatomy.<br>**Course SLO Assessment Cycle:**<br>2013-14 (Spring 2014)<br>**Input Date:** 12/16/2013<br>**Course SLO Status:** Active | this SLO assessment.<br>**Standard Met? :** Yes<br>**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)<br>**Faculty Assessment Leader:** Ali Ahmadpour<br>**Faculty Contributing to Assessment:** Ali Ahmadpour<br>**Related Documents:** Worksheet-SLO-207.pdf | **04/01/2014 - 49 students assessed from 3 sections**<br>**Summary of Outcomes:**<br>- Proportions: Excellent 29.5%, Good 52.5%, Satisfactory 18%, Poor 0%, Unsatisfactory 0%<br>- Composition and Gesture: Excellent 31%, Good 53%, Satisfactory 16%, Poor 0%, Unsatisfactory 0%<br>- Artistic Anatomy and Landmarks: Excellent 20%, Good 46.5%, Satisfactory 32.5%, Poor 1%, Unsatisfactory 0% | **05/01/2015 - The success of a skill-based course is practice. A life-drawing student needs a model and time to practice in order gain the skills to build a strong and competitive portfolio. Perhaps a moderated open studio for figure drawing could be developed. Skilled life drawing students could be hired (casuals workers) as tutors.**<br>**Action Category:** Program/College Support | **02/02/2015 - Allocate more time and information on artistic anatomy. Develop methods for practicing this objective, for example include in the course syllabus a list of anatomical structures that need to drawn, also include more artistic anatomy handouts and examples.**<br>**Action Category:** Teaching Strategies | **03/03/2015 6:59 PM**<br>Generated by TracDat a product of Nuventive. | **Page 22 of 38**

**Assessment Method Description:**<br>Randall Bloomberg: Each student created a drawing from observation of a nude female model in a seated position, illuminated by two directional light sources. The students worked in white conte on black paper.<br>Harrison Storms: A single large figure drawing (24” X 36”) will be executed in class with charcoal or graphite over a period of 2 1/2 hours.<br>Students will be asked to make a drawing that will demonstrate an awareness of composition and the gesture of the model’s pose and structure. In addition the drawing should demonstrate the use of artistic anatomy, boney landmarks, proportion and the illusion of three-dimensionality.

**Assessment Method:**<br>Project  
**Standard and Target for Success:**<br>It is expected that 85% of students will score 75% (Satisfactory) or above on this SLO.

**RUBRIC**
These are the criteria that are used to determine a successful assessment for Art 217:<br>1. Proportions (ability to draw the figure with accurate proportions, which include the torso, legs and arms)<br>2. Composition and Gesture (ability to compose and gesture a drawing in relationship to the figure’s pose and the size of the drawing)<br>3. Artistic Anatomy and Landmarks (ability to use artistic anatomy and landmarks to create 3D form, movement and proportion)

Students’ achievement ratings for each criteria:

04/01/2014 - 49 students assessed from 3 sections
**Summary of Outcomes:**
- Proportions: Excellent 29.5%, Good 52.5%, Satisfactory 18%, Poor 0%, Unsatisfactory 0%
- Composition and Gesture: Excellent 31%, Good 53%, Satisfactory 16%, Poor 0%, Unsatisfactory 0%
- Artistic Anatomy and Landmarks: Excellent 20%, Good 46.5%, Satisfactory 32.5%, Poor 1%, Unsatisfactory 0%

The results from the data indicate that 100% of the students in Life Drawing 1(Art 217) achieved the target for success (75% or higher) for Proportions, Composition and Artistic Anatomy and Landmarks. The data also indicates that the percentage (32.5%) of students that achieved the minimal standard in Artistic Anatomy and Landmarks is almost double that of the other traits. Overall, the outcomes in the Artistic Anatomy and Landmarks criteria were lower than in Proportion and Composition and Gesture.

The data indicates that additional teaching strategies need to be adopted to help raise the satisfactory level in Artistic Anatomy and Landmarks outcomes.

**Standard Met? :** Yes
**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)<br>**Faculty Assessment Leader:** Harrison Storms<br>**Faculty Contributing to Assessment:** Harrison Storms
**Course SLOs 1 and ctu.unitid = 723**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Excellent (90%) Good (80%) Satisfactory (75%) Poor (70%) Unsatisfactory (69%)</td>
<td>04/01/2014 - 16 Students from 3 sections were assessed.</td>
<td>05/01/2015 - The success of a skill-based course is practice. A life-drawing student needs a model and time to practice in order gain the skills to build a strong and competitive portfolio. Perhaps a moderated open studio for figure drawing could be developed. Skilled life drawing students could be hired (casual workers) as tutors.</td>
</tr>
</tbody>
</table>

**ECC: ART 218 - Life Drawing II - SLO #1 Foreshortening the Human Form - Students will demonstrate the ability to draw the human figure observationally, appropriately applying advanced applications of basic drawing skills, gesture, proportion, foreshortening, and artistic anatomy.**

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Randall Bloomberg: Each student created a drawing from observation of a nude female model in a seated position, illuminated by two directional light sources. The students worked in white conte on black paper.
Harrison Storms: A single large figure drawing (24” X 36”) will be executed in class with charcoal or graphite over a period of 2 1/2 hours. Students will be asked to make a drawing that will demonstrate an awareness of composition and the gesture of the model’s pose and structure. In addition the drawing should demonstrate the use of artistic anatomy, boney landmarks, proportion, the illusion of three-dimensionality and the application of foreshortening.

**Assessment Method:**
Project

**Standard and Target for Success:**
It is expected that 85% of students will score 75% (Satisfactory) or above on this SLO.

**RUBRIC**
These are the criteria that are used to determine a successful assessment for Art 217:
1. Proportions (ability to draw the figure with accurate proportions, which include the torso, legs and arms)
2. Composition and Gesture (ability to compose and gesture a drawing in relationship to the figure’s pose and the size of the drawing)
3. Artistic Anatomy and Landmarks (ability to use artistic anatomy and landmarks to create 3D form, movement and proportion)
4. Foreshortening (ability to convey the illusion of three-dimensional space and form)

Students’ achievement ratings for each criteria:
Excellent (90%) Good (80%) Satisfactory (75%) Poor (70%) Unsatisfactory (69%)

**Summary of Outcomes:**
- Proportions: Excellent 40%, Good 54%, Satisfactory 6%, Poor 0%, Unsatisfactory 0%
- Composition and Gesture: Excellent 47%, Good 47%, Satisfactory 6%, Poor 0%, Unsatisfactory 0%
- Artistic Anatomy and Landmarks: Excellent 38%, Good 53%, Satisfactory 9%, Poor 0%, Unsatisfactory 0%
- Foreshortening: Excellent 20%, Good 29%, Satisfactory 40%, Poor 11%, Unsatisfactory 0%

**Results**
The results from the data indicate that 100% of the students in Life Drawing 1 (Art 218) achieved the target for success (75% or higher) for Proportions, Composition and Artistic Anatomy and Landmarks and Foreshortening. It also indicated the percentages of students in the Excellent and Good range was higher as compared to the students Life Drawing 1 (Art 217).

Life Drawing 11 (Art 218) adds Foreshortening to the rubric. Although the data for this trait indicated that 85% of the students were successful the percentage of students in Satisfactory range is high (40%) and the percentage students in Excellent range is low (20%). There were as well 11% of the students in the Poor range.

The data indicates that additional resources and strategies need to be dedicated to the skill of foreshortening.

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Harrison Storms

**Faculty Contributing to Assessment:**
Randall Bloomberg

**Action Category:**
Program/College Support

**Action Category:**
Teaching Strategies

02/02/2015 - Allocate more time and information on artistic anatomy. Develop methods for practicing this objective, for example include in the course syllabus a list of anatomical structures that need to drawn, also include more artistic anatomy handouts and examples. These would include specific reproductions of foreshortening techniques of master drawings.

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### ECC: ART 219 - Watercolor Painting I - SLO #1

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Review a portfolio of watercolor paintings, submitted by each student, containing:
- At least two four-tone tonescapes exploring the flat wash.
- At least two six-tone tonescapes exploring the flat wash.
- At least six studies exploring the wet into wet technique.
- At least one full page composition based on geometric solids that demonstrate the flat wash and detailing.
- At least one full page composition based on irregular forms that demonstrate the flat wash, wet into wet, lifting-out, and detailing.

**Standard and Target for Success:**
Based on RUBRIC: It is expected that 85% of students will score 2.0 or above on this course SLO.

**RUBRIC:**
- Introductory Techniques
  - 1. Perform paper stretching with 100% accuracy.
  - 2. Create and appropriately apply flat washes ranging in value from lightest to darkest.
  - 3. Utilize the wet into wet technique to create atmospheric effects.
  - 4. Apply lifting-out, and detailing techniques to embellish and finalize paintings.

**Rating Scale:**
- Excellent = 4 points
- Good = 3 points
- Satisfactory = 2 points
- Unsatisfactory = 1 point
- Failing = 0 point

**Results:**
04/28/2014 - Summarize the patterns observed in the data.
- Overall, ninety-three percent (93%) of students successfully demonstrated paper stretching, flat wash, wet into wet, lifting-out, and detailing techniques.
- 9% of students rated excellent, 62% rated good, and 28.5% rated satisfactory in demonstrating paper stretching techniques.
- 9.5% of students rated excellent, 38% rated good, and 52% rated satisfactory in demonstrating flat wash techniques.
- 24% of students rated excellent, 28.5% rated good, 28.5% rated satisfactory, and 19% rated unsatisfactory in demonstrating wet into wet, lifting-out, and detailing techniques.
- The overall point average is 2.65.

Based on the data, it is concluded that small group lecture/demonstrations be conducted for students having difficulty understanding and implementing concepts and techniques.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Willie C. Brownlee

**Faculty Contributing to Assessment:**
Willie C. Brownlee

**Reviewer’s Comments:**
1 - Please provide interpretation of data in the results section.
2 - Please assign a related action and follow-up date.

**Related Documents:**
- Watercolor Painting I ASSESSMENT DATA_SP 2014.doc
- Watercolor Painting I GRADING RUBRIC_SP 2014.doc

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### ECC: ART 220 - Watercolor Painting II - SLO #1

**Representational Context - Working from the general to the specific, students will be able to demonstrate paper stretching, flat and graded washes, wet into wet, lifting-out, and detailing techniques.**

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Review a portfolio of watercolor paintings, submitted by each student, containing:
- Architectural Series consisting of preliminary drawings, “special effects” studies, and two final paintings.
- Portraiture Series consisting of preliminary drawings, “special effects” studies, and two final paintings.

**Results:**
04/30/2014 - Summarize the patterns observed in the data.
- Overall, one hundred percent (100%) of students successfully demonstrated working from the general to the specific, value sequencing/value contrasts, and wet-on-dry, lifting-out, and wet-into-wet techniques at the intermediate level of watercolor painting. One hundred percent (100%) of students scored 4.0 in all assessment.

**Action Category:**
Teaching Strategies

**Action & Follow-Up:**
03/12/2015 - Most students are successfully learning the data taught in Art19ab and can adequately demonstrate the necessary skills and techniques upon completion of the course. However, it is necessary to review current instructional strategies in order to increase the number of students performing at the level of excellent or good. Based on the data, it is recommended that small group lecture/demonstrations be conducted for students having difficulty understanding and implementing concepts and techniques.

**Teaching Strategies:**
- Recommend small group lecture/demonstrations for students having difficulty understanding and implementing concepts and techniques.
- Conduct small group lecture/demonstrations for students having difficulty understanding and implementing concepts and techniques.

**Related Documents:**
- Watercolor Painting II ASSESSMENT DATA_SP 2014.doc
- Watercolor Painting II GRADING RUBRIC_SP 2014.doc

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### Assessments and Standard for Success

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

**Input Date:** 12/16/2013

**Course SLO Status:** Active

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</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>BASED ON RUBRIC: Representational Context. It is expected that 85% of students will score 2.0 or above on this course SLO.</td>
<td></td>
<td>Overall, one hundred percent (100%) of students successfully demonstrated the ability to use light theory [highlight, core shadow, half-light, cast shadow, and reflected light] to create the illusion of three-dimensionality. (PLEASE SEE RELATED DOCUMENTS)</td>
</tr>
<tr>
<td>Portfolio</td>
<td>RUBRIC: Light and Three-dimensionality 1. Student work must demonstrate the correct application of highlight, core shadow, half-light, cast shadow, and reflected light to create the illusion of volume.</td>
<td></td>
<td>03/05/2015 - Discussion with faculty teaching the prerequisite course, Art 110 to determine if there is sufficient instruction in perspective (proportion and placement) and value/volume (value sequencing and modeling).</td>
</tr>
</tbody>
</table>

**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)

**Faculty Assessment Leader:** Willie C. Brownlee

**Faculty Contributing to Assessment:** Willie C. Brownlee

**Reviewer's Comments:**

1. Please provide interpretation of data in the results section.
2. Please assign a related action and follow-up date.

**Related Documents:**
- Watercolor Painting II GRADING RUBRIC_Spring 2014.doc
- Watercolor Painting II ASSESSMENT DATA_Sp2014.doc

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**ECC: ART 222 - Fundamentals of Painting I - SLO #1 Light and Volume - Upon successful completion of this course, students will be able to paint natural and manufactured forms correctly applying highlight, core shadow, half-light, cast shadow, and reflected light to create the illusion of volume.**

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

**Input Date:** 12/16/2013

**Course SLO Status:** Active

<table>
<thead>
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<tbody>
<tr>
<td>Review a portfolio of at least three oil and/or acrylic paintings, submitted by each student, that demonstrate the application of light theory [highlight, core shadow, half-light, cast shadow, and reflected light] to create the illusion of three-dimensionality.</td>
<td>BASED ON RUBRIC: It is expected that 85% of students will score 2.0 or above on this course SLO.</td>
<td>09/02/2014 - Overall, one hundred percent (100%) of students successfully demonstrated the ability to use light theory [highlight, core shadow, half-light, cast shadow, and reflected light] to create the illusion of three-dimensionality. 43.24% of students rated excellent, 43.24% rated good, and 13.51% rated satisfactory. The overall point average is 3.297. Most students are successfully learning the data taught in Art 222 and can adequately demonstrate the necessary skills and techniques upon completion of the course. However, it is necessary to review current instructional strategies in order to increase the number of students performing at the level of excellent or good. (PLEASE SEE RELATED DOCUMENTS)</td>
<td></td>
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<tr>
<td></td>
<td>RUBRIC: Light and Three-dimensionality 1. Student work must demonstrate the correct application of highlight, core shadow, half-light, cast shadow, and reflected light to create the illusion of volume.</td>
<td></td>
<td>12/04/2014 - Small group lecture/demonstrations for students having difficulty understanding and implementing concepts and techniques.</td>
</tr>
</tbody>
</table>

**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014)

**Faculty Assessment Leader:** Willie C. Brownlee

**Reviewer's Comments:**

<table>
<thead>
<tr>
<th>Related Documents</th>
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<tr>
<td>Watercolor Painting II GRADING RUBRIC_Spring 2014.doc</td>
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</tbody>
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### ECC: ART 223 - Fundamentals of Painting II - SLO #1 Exploration and Invention

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Related Documents:**
- Fundamentals of Painting I
- ASSESSMENT DATA_Total_SP2014.doc
- Fundamentals of Painting I_GRADING RUBRIC_SP 2014.doc

**Assessment Method Description:**
Review a portfolio of acrylic and/or oil paintings that demonstrate exploration and invention strategies consistent with selected themes and concepts.

**Assessment Method:**
Portfolio

**Standard and Target for Success:**
BASED ON RUBRIC: It is expected that 85% of students will score 2.0 or above on this course SLO.

**Faculty Assessment Leader:**
Willie C. Brownlee

**Reviewer's Comments:**
needs future action date

**Results:**
09/02/2014 - Overall, one hundred percent (100%) of students successfully demonstrated exploration and invention strategies consistent with selected themes and concepts. 46.67% of students rated excellent, 40.00% rated good, and 13.33% rated satisfactory. The overall point average is 3.33.

Most students are successfully learning the data taught in Art 223 and can adequately demonstrate the necessary skills and techniques upon completion of the course. However, it is necessary to review current instructional strategies in order to increase the number of students performing at the level of excellent.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Action Category:**
Curriculum Changes

**02/16/2015 -** Discussion with faculty teaching the prerequisite course, Art 222 to determine if there is sufficient instruction in the beginning skills and techniques of painting.

**Action Category:**
Teaching Strategies

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<tr>
<td>Active</td>
<td>Project: as hue, value, temperature, and intensity.</td>
<td>Total</td>
<td>understanding is evidenced at this level. With the loss of repeatability in these courses, student success will most likely continue to decline.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Method:</strong></td>
<td>45% of students Excellent</td>
<td><strong>Action Category:</strong> Program/College Support</td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>50% of students Good</td>
<td>02/16/2015 - Pre-requisites for this course include: one semester of Drawing Fundamentals, one semester of Life Drawing and one semester of Painting Fundamentals. These courses do expose students to these concepts and skills. Since art making is a practice, skill level is increased with more time. Even with these pre-requisites it is understandable that only a certain level of skill and understanding is evidenced at this level. With the loss of repeatability in these courses, student success will most likely continue to decline.</td>
</tr>
<tr>
<td></td>
<td><strong>Standard and Target for Success:</strong></td>
<td>5% of students Satisfactory</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
</tr>
<tr>
<td></td>
<td>All students should demonstrate at least a satisfactory (75% - minimal) ability in the following categories: Scale and Composition, Gesture and Proportion, Anatomy and Geometry, Value and Color, and Process and Technique.</td>
<td>Data shows that students demonstrated an overall successful ability to create paintings from the live model utilizing oil painting methods. The students were strongest in their ability to convey successful gesture and proportions of the model's pose, as well as express an understanding of anatomy and gesture. The students were weaker in their compositional strategies (the scale of the figure and its placement in relationship to the size of the canvas). The students were also weaker in their use of value and color and how they manipulated paint on canvas (process and technique). <strong>Standard Met? :</strong> Yes</td>
<td>02/16/2015 - Students should be more closely directed at the start of their paintings to make sure they are creating compositions that have figures more suitably scaled and placed on the canvas. High quality color prints of historic and contemporary figure paintings that show strong examples of color and value usage could be acquired and pinned up on the bulletin board for students to reference as they are painting throughout the semester.</td>
</tr>
<tr>
<td></td>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Faculty Assessment Leader:</strong> Randall V Bloomberg</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td>2013-14 (Spring 2014)</td>
<td><strong>Faculty Contributing to Assessment:</strong> n/a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observational Painting - Students will demonstrate an intermediate ability to paint the human figure observationally, appropriately applying an understanding of anatomy, volume, chiaroscuro, color, space, and composition.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
</tr>
</thead>
</table>
| **Assessment Method Description:**
Over the course of four 3-hour sessions, each student created a painting on canvas from a live model using a full palette of oil colors. The painting demonstrated an intermediate ability to paint the human figure through the use of value and chiaroscuro, volume and three-dimensionality, and paint manipulation. The painting also demonstrates an intermediate knowledge of the human figure through an application of color principles/relationships such as hue, value, temperature, and intensity. |
| **Standard and Target for Success:**
85% of students will demonstrate at least a satisfactory (75% - minimal) ability in the following categories: Scale and Composition, Gesture and Proportion, Anatomy and Geometry, Value and Color, and Process and Technique. |
| **Scale & Composition:**
60% Excellent 40% Good |
| **Gesture & Proportion:**
60% Excellent 40% Good |
| **Anatomy & Geometry:**
40% Excellent 40% Good 20% Satisfactory |
| **Value & Color:**
50% Excellent 50% Good |
| **Process & Technique:**
70% Excellent 30% Good |
| **Total:**
56% of students Excellent 40% of students Good 4% of students Satisfactory |

Data shows that students demonstrated an overall successful ability to create paintings from the live model utilizing oil painting methods. The students were strongest in their ability to use painting materials and processes. They also created strong compositions including scaling and placing the figure, and expressing successful gestures and proportions. Their value and color usage was a bit lower but still strong. The students were weakest in their expression of anatomy and gesture.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Randall V Bloomberg

**Faculty Contributing to Assessment:**
n/a

**Reviewer's Comments:**
the target for success should be clearer. What % of students will do 75% or better?

**Action & Follow-Up**
03/17/2015 - A review of anatomy and proportion could be presented more comprehensively at the beginning of the class, including in the demonstration.
High quality prints of the human figure with a breakdown of proportion and anatomy could be pinned up on the bulletin board for students to reference throughout the semester.

**Action Category:**
Teaching Strategies

03/16/2015 - Pre-requisites for Life Painting II include: Life Painting I and one semester of Life Drawing. These courses expose students to various concepts and skills such as anatomy and proportion. Since art making is a practice, skill level is increased with more time. Even with these pre-requisites it is understandable that only a certain level of skill and understanding is evidenced at this level. With the loss of repeatability in these courses, student success will most likely continue to decline. It is advisable to create a third level credit class (beginning, intermediate and advanced) for many studio art classes that have been affected by the loss of repeatability, including Life Painting and Life Drawing.

**Action Category:**
Program/College Support

03/16/2015 - Create uninstructed (but monitored) open studio time for painting and drawing.
### ECC: ART 230 - Two-Dimensional Design II - SLO #1 Principles and Elements

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

**Assessment Method Description:**
Students will be asked to create a composition of cut paper based on a story or fairytale.

**Assessment Method:**
Project

**Standard and Target for Success:**
The expectation is that 85% of students will score 75% (satisfactory) or above on this SLO.

**Rubric**
These are the criteria that are used to determine a successful assessment for Art 230:
1. Quality of Craft and Final Presentation
2. Design Process- Thumbnails, roughs and comps.
3. Development of an Effective Composition
4. Identification of How Elements Create Principles

Students' achievement ratings for each criteria:
- Excellent (90%)
- Good (80%)
- Satisfactory (70%)
- Poor (60%)
- Unsatisfactory (50%)

**Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2015</td>
<td>6 Students assessed from 2 sections</td>
</tr>
<tr>
<td></td>
<td>1) Quality of Craft and Final Presentation – Excellent 33.33%, Good 50%, Satisfactory 7.66%, Poor 0%, Unsatisfactory 0%</td>
</tr>
<tr>
<td></td>
<td>2) Design Process- Thumbnails, roughs and comps – Excellent 50%, Good 50%, Satisfactory 0%, Poor 0%, Unsatisfactory 0%</td>
</tr>
<tr>
<td></td>
<td>3) Development of an Effective Composition – Excellent 66.66%, Good 33.33%, Satisfactory 0%, Poor 0%, Unsatisfactory 0%</td>
</tr>
<tr>
<td></td>
<td>4) Identification of How Elements Create Principles – Excellent 66.66%, Good 33.33%, Satisfactory 0%, Poor 0%, Unsatisfactory 0%</td>
</tr>
</tbody>
</table>

The results from the data indicate that 100% of the students in 2 Dimensional Design II (Art 230) achieved the target for success (75% or higher) for Quality of Craft and Final Presentation, Design Process, Development of an Effective Composition and Identification of How Elements Create Principles. The data also indicate that student achievement for Quality of Craft and Final Presentation and Development of an Effective Composition with only 33.33% of students achieving an Excellent rating. This indicates that efforts for improvement should be focused on strategies that have the potential to raise scores in these areas, thereby achieving greater success in bringing more students into the Excellent category.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Andrea Micallef

**Faculty Contributing to Assessment:**
Walter Cox

**Reviewer's Comments:**
needs future action date

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### ECC: ART 231 - Lettering and Typography II - SLO #1 Create and Evaluate

- **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**

<table>
<thead>
<tr>
<th>Detail</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Evaluation of Typographic Sample - Hierarchy</td>
<td>40% Excellent, 40% Good, 20% Satisfactory, 0% Poor, 0% Unsatisfactory</td>
</tr>
<tr>
<td>Critical Evaluation of Typographic Sample - Emphasis</td>
<td>60% Excellent, 40% Good, 0% Satisfactory, 0% Poor, 0% Unsatisfactory</td>
</tr>
<tr>
<td>Demonstration of Hierarchy</td>
<td>0% Excellent, 60% Good, 40% Satisfactory, 0% Poor, 0% Unsatisfactory</td>
</tr>
</tbody>
</table>

**Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2014</td>
<td>5 students from one section were assessed</td>
</tr>
</tbody>
</table>

**Action Category:**
Teaching Strategies

**09/02/2014 - Changes to teaching strategies would be made to have students in Art 230 work with students enrolled in Art 130 (2 Dimensional Design I) in small groups where the more advanced students work with new students and demonstrate mounting and presentation techniques and critique work being done by Art 130 students. Having to demonstrate and critique key elements of the curriculum for newer students will assist older students in assimilating skills and knowledge.**

**Action Category:**
Curriculum Changes

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

- **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

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### ECC: ART 232 - Advertising Design II - SLO #1

**Presentation - Students will be able to organize and verbally deliver a presentation describing the thought process of their visual work.**

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

**Input Date:**
- 12/16/2013

**Course SLO Status:**
- Active

**Assessment Method Description:**
AD 2 students will have the opportunity to present all their projects in the form of a PDF formatted process book to the class at the end of each project. The delivery of the presentation and the design quality of their process book will be verbally critiqued in classroom setting.

**Assessment Method:**
- Portfolio

**Standard and Target for Success:**
- It is expected that 80% of students will score 75% (satisfactory) or above on this SLO.

**Rubric**
- (this information goes under the Standard and Target for Success)

These are the criteria that are used to determine a successful critique on ART 132

1. Completed a comprehensive process book all work complete 3/4 of the work complete 1/2 the work complete 1/4 of the work complete
2. Effectively presented the design process as they experienced it articulated with a pathway of

**Results**

- **09/27/2014 - Number of Students Assessed - 6**
  - Setting the expectation that all Ad 2 students would be expected to prepare and present their work at the end of the project elevated the level of work for both ad one and two. It gives all the students in the class a reflection on what went into a single solution. 32% showed excellent growth and were completely successful, 48% showed satisfactory growth and had adequate success, 10% had poor growth, 10% had unsatisfactory results.

- **Standard Met?**
  - Yes

- **Semester and Year Assessment Conducted:**
  - 2013-14 (Spring 2014)

- **Faculty Assessment Leader:**
  - Sheryl Dimson

**Action Category:**
- Teaching Strategies

**09/27/2014 - I plan to continue this process and schedule more time for students to present their process books. I also plan on giving a more in-depth verbal evaluation of each process book so that all the students in the class can grow from this process.**
<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 723</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>thought was unsure of pathway had difficulty defining the project was unable to talk about personal work</td>
<td>3. Accepted evaluation showed growth from prior crit defended first direction without change made little development showed mostly prior weeks work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated design skills in the layout of their process book showed growth from prior crit defended first direction without change made little development showed mostly prior weeks work</td>
<td>5. Was able defend their chosen direction when asked showed growth from prior crit defended first direction without change made little development showed mostly prior weeks work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ received rating for each criteria: Excellent (90%), Good (80%), Satisfactory (70%), Poor (60%), Unsatisfactory (50%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ECC: ART 262 - Intermediate Ceramics - SLO #2 Building and Forming - Students will show competency, at an intermediate level, in the basic building and forming techniques as it relates to ceramic art.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Students will use specific tools and skills, demonstrated in class, to create three pre-established vase forms: 1. Tall cylinder form, 2. Short round form, 3. Freeform Vase. These will be assessed for correct form and thickness, Height, and appropriate level of craftsmanship. Tools used: Sponge, Wooden Stick, Calipers, assorted ribs, Wire Tool, Potters Wheel

**Assessment Method:**
Project

**Standard and Target for Success:**
There are 4 areas of assessment: 1. Height 2. Thickness 3. Form 4. Craftsmanship

Each student is assessed on a scale from 1. Poor 2. Average 3. Good 4. Exceptional

Each vase form must be five inches or taller and conform to a pre-established shape demonstrated in class demo. Vase forms must be smooth and evenly thrown showing a reasonable level of craftsmanship with correct wall thickness of ¼ inch or less. Students have 3 weeks to complete task.

I expect 80% or more to perform at the average or higher level

<table>
<thead>
<tr>
<th>09/08/2014 - Total students assessed: 6</th>
<th>09/08/2014 - Total students assessed: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height: 0 % Poor 17 % Average 66 % Good 17 % Exceptional</td>
<td>Height: 0 % Poor 17 % Average 66 % Good 17 % Exceptional</td>
</tr>
<tr>
<td>Thickness: 0 % Poor 0 % Average 100 % Good 0 % Exceptional</td>
<td>Thickness: 0 % Poor 0 % Average 100 % Good 0 % Exceptional</td>
</tr>
<tr>
<td>Form: 0 % Poor 17 % Average 83 % Good 0 % Exceptional</td>
<td>Form: 0 % Poor 17 % Average 83 % Good 0 % Exceptional</td>
</tr>
<tr>
<td>Craftsmanship: 0 % Poor 33 % Average 50 % Good 17 % Exceptional</td>
<td>Craftsmanship: 0 % Poor 33 % Average 50 % Good 17 % Exceptional</td>
</tr>
<tr>
<td>Total 8% of all students performed at the Exceptional level</td>
<td>Total 8% of all students performed at the Exceptional level</td>
</tr>
<tr>
<td>75% of all students performed at the Good level</td>
<td>75% of all students performed at the Good level</td>
</tr>
<tr>
<td>16% of all students performed at the Average level</td>
<td>16% of all students performed at the Average level</td>
</tr>
<tr>
<td>0% of all students performed at the Poor level</td>
<td>0% of all students performed at the Poor level</td>
</tr>
<tr>
<td>100% of all students performed at the Average or higher level.</td>
<td>100% of all students performed at the Average or higher level.</td>
</tr>
</tbody>
</table>

After detailed and clear demonstrations of the required skills, data shows that students understood and were able to execute the required task at a high performance level. 100 percent of the students performed at the average or higher level. A high number of students performed well on all four criteria due to their previous experience with clay. There was still a small number of students who struggled a bit, especially in the area of craftsmanship.

It is clear from the data that students learned and were able to execute the assignment at a high level of success. They did, however struggle a bit with more technical parts of the assignment. In particular, a high

<table>
<thead>
<tr>
<th>11/03/2015 - With time and practice being the key to success, I will continue to request repeatability at least one time for each class to give students the time and exposure they need to succeed. One time through is not enough.</th>
<th>11/03/2015 - With time and practice being the key to success, I will continue to request repeatability at least one time for each class to give students the time and exposure they need to succeed. One time through is not enough.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Category:</strong> Curriculum Changes</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
</tr>
<tr>
<td>11/03/2015 - More detailed demonstrations and more time to complete the assignment. Time and practice are the real keys to success.</td>
<td>11/03/2015 - More detailed demonstrations and more time to complete the assignment. Time and practice are the real keys to success.</td>
</tr>
<tr>
<td><strong>Action Category:</strong> Teaching Strategies</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
</tbody>
</table>
### 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.

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

<table>
<thead>
<tr>
<th>Input Date:</th>
<th>12/16/2013</th>
</tr>
</thead>
</table>

**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".

<table>
<thead>
<tr>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/28/2013 - These are the assessment criteria that used:</td>
</tr>
<tr>
<td>Design and Visual Quality (application of proportion and balance)</td>
</tr>
<tr>
<td>Fit (ability to size the ring within a specific tolerance of one quarter size)</td>
</tr>
<tr>
<td>Finish (quality and consistency of selected surface type)</td>
</tr>
<tr>
<td>28 students from 3 sections were assessed.</td>
</tr>
</tbody>
</table>
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 of the assessment instrument. However the assessment data identifies an area of 'Fit' with the highest percentage of students assessed as 'Excellent' (30%), and also the highest assessment for 'Poor' (12%) of the assessed criteria. Perhaps this can be attributed to the fact that proper 'Fit' requires carefully measurement.

<table>
<thead>
<tr>
<th>Action Category:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/College Support</td>
</tr>
<tr>
<td>01/31/2015 - I will generate additional handouts that would further specify in detail the requirements and methods for excellence in design and craftsmanship.</td>
</tr>
</tbody>
</table>

**Action Category:**
Teaching Strategies

| 01/31/2015 - Students enrolled in Art 274 have one semester of previous experience in the jewelry fabrication medium. Mastery of the many skills |

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**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Spring 2014)

**Faculty Assessment Leader:**
Vince Palacios

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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 - 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. |

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<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will fabricate a ring with a stone setting. The ring form is defined as an compound curve that is anticlastic in nature. The ring must be fabricated to the correct size and must securely hold the stone. Students have 4 weeks to complete the task.</td>
<td>and a small amount of math. Students scoring ‘Poor’ likely made errors in one or both of these operations. Also the level of Excellent for the Design and Visual quality is lowest of the three categories. Strategies need to be developed to raise this score.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assessment Method Description:</strong></td>
<td><strong>Standard Met? :</strong> Yes</td>
<td><strong>Action Category:</strong> Curriculum Changes</td>
</tr>
<tr>
<td></td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Faculty Assessment Leader:</strong> Irene Mori</td>
<td><strong>Program/College Support</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reviewer's Comments:</strong> 1 - Please provide the criteria for &quot;very good&quot; and &quot;average&quot; 2 - Please provide an interpretation of data in the results section Change one of the action dates to a future date</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Methods & Standard and Target for Success / Tasks

**Assessment Method:**
- Project

**Standard and Target for Success:**
- It is expected that 85% of the students will score 75% or higher.

**Rubric**
- 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)

**Students’ achievement rating for each criteria:**
- Excellent (=90%)
- Good (80-89%)
- Satisfactory (70-79%)
- Poor (=69%)

### Results

09/11/2014 - 23 students from 3 sections were assessed
- Design and Visual Quality:
  - Excellent 35%
  - Good 47%
  - Satisfactory 15%
  - Poor 3%
- Casting Success:
  - Excellent 30%
  - Good 32%
  - Satisfactory 21%
  - Poor 17%
- Fit:
  - Excellent 47%
  - Good 43%
  - Satisfactory 9%
  - Poor 0%
- Craftsmanship:
  - Excellent 39%
  - Good 43%
  - Satisfactory 8%
  - Poor 3%

With 92.25% 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 of the assessment instrument. The “Casting Success” data reveals the highest amount of “Poor” results. Because of the nature of the Casting process, “Poor” as an indicator for complete failure. Students achieving this outcome were required to repeat the process, repetition resulted in improvements in the areas of “Fit” and “Craftsmanship”

**Standard Met?**
- Yes

**Semester and Year Assessment Conducted:**
- 2013-14 (Spring 2014)

**Faculty Assessment Leader:**
- Irene Mori

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### Action Category:

**Program/College Support**

09/11/2015 - 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 ongoing 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.

**Action Category:**

09/11/2015 - Students enrolled in Art 275 have one semester or two semester of previous experience. To fully master the casting process, more time should be allotted for practice. Although 92% 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.

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**ECC: ART 275 - Jewelry Casting - SLO #1**

Synthesis of Design Principles - Students will be able to synthesize, and apply the principles of Jewelry design and appropriate casting practices to create an original finished jewelry object.

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

**Input Date:**
- 12/16/2013

**Course SLO Status:**
- Active

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### Course SLO Assessment Cycle:

**2013-14 (Spring 2014)**

**Input Date:** 12/16/2013  
**Course SLO Status:** Active

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**ECC: ART 282 - Life Sculpture - SLO #1**  
Terminology and Processes - Students will be able to understand and explain the terminology, processes, and historical and contemporary concepts related to the creation of figurative sculpture works at an intermediate level.

**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:**  
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

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**Results**  
02/03/2015 - Out of 16 students:  
- 10 students produced a score of 4  
- 2 students produced a score of 3  
The remaining 4 students failed to complete the evaluation process through Withdrawing from the course before a complete evaluation could be determined.  
Thus what remains is that:  
62.5% of the 16 students who began the assessment gained a score of 4 or exceptional. This score is slightly higher than last assessment. In part to the high quality of student skill coming into the course, along with student focus.  
12.5% of the 16 students gained as score of 3, good.  
With was lower than the previous assessment.  
The total % of students gaining a score of 3 or 4 was 75%, which is slightly below both the target outcome, 80%, and the score from last evaluation, 82.5%.  
Although the total % was lower, I do not believe that the 75% represents a lack of success in terms of the students finishing the course.  
The two main factors for the reduction are that 4 of the 16 students Withdrawed from the course. Thus, the issues are more with student retention, and/or the length and depth of the assessment process, which covers a period several weeks.  
A shorter version of this assessment tool may be required.

**Standard Met? :** No

**Semester and Year Assessment Conducted:**  
2014-15 (Fall 2014)

**Faculty Assessment Leader:**  
Russell McMillin

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**Action Category:**  
SLO/PLO Assessment Process

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

**Action Category:**  
Teaching Strategies
ECC: ART 283 - Bronze Casting - SLO #2
Construction and Modeling - Students will be able to show intermediate-level competency in the construction, modeling, mold making, and casting techniques of bronze casting.

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

Input Date:
12/16/2013

Course SLO Status:
Active

Assessment Methods & Standard and Target for Success / Tasks

Results

09/23/2015 - This assessment is based on one course, with 29 students.
14 of the students received a score of 4, 48%
12 students received a score of 3, 42%
There were no students to receive a score of 2.
While 3 students did not finish the process, so a being recorded as receiving a 1 for this SLO evaluation process, 10%
The Target Standard of 80% was met, with students scoring in the 3 and 4 range totaling 90%

Standard Met? :
Yes

Semester and Year Assessment Conducted:
2014-15 (Fall 2014)

Faculty Assessment Leader:
Russell McMillin

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Standard Met? :
Yes

Semester and Year Assessment Conducted:
2013-14 (Spring 2014)

Faculty Assessment Leader:
Russell McMillin

Faculty Contributing to Assessment:
None

Reviewer's Comments:
In the future, open labs or other methods to overcome the lack of repeatability may need to be implemented if we are to continue the high level of Craft Skills associated with the Bronze Casting Class, and the Art Department in general. These skill set and experiences give our students the opportunities to transfer to some of the higher education institutions in the country. It would be a crime to not provide them with that kind of opportunity.

Action & Follow-Up

09/23/2015 - Student success was above desired goal. Questions remain whether students in the future will enter this course with as strong of skill sets, due mostly to lack of repeatable studio courses. Possible solution would be to add Open Labs, like those in English and Math.

Action Category:
Teaching Strategies
ECC: ART 288 - Printmaking II - Etching, Relief, and Lithography - SLO #1 Use of Tools - Students will be able to demonstrate correct use of specific tools and skills to create an edition of prints at an intermediate level that use the etching, relief, and lithographic medium to create images.

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

**Input Date:**
12/16/2013

**Course SLO Status:**
Active

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will use specific tools and techniques to create an edition of multi-color etchings that respond to the assigned theme of Nocturne. Prints will be assessed on three primary criteria:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical: Inking, Craftsmanship, and Registration</td>
<td>10/02/2014 - Total students assessed: 7</td>
<td>10/01/2015 - Art 187 and Art 288 are held concurrently. Because of this, Art 288 students have more unsupervised work time in class and are expected to work somewhat independently. This group of students required more structure in order to meet required deadlines. Students might benefit from working more closely with beginning students, and under closer degree of supervision. More time spent proofing and printing their etchings would have improved the technical aspects of their prints (ink application, registration, and craftsmanship).</td>
</tr>
<tr>
<td>Aesthetic: Composition, Value- Use of at least four distinct values in image, Mark making</td>
<td></td>
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<tr>
<td>Conceptual: Ideas-Effective response to assigned theme</td>
<td></td>
<td></td>
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<tr>
<td>Tools and materials used: burnisher, scraper, etching needle, copper plate, printmaking paper, ferric chloride</td>
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<tr>
<td><strong>Assessment Method:</strong></td>
<td></td>
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<tr>
<td>Project</td>
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<tr>
<td><strong>Standard and Target for Success:</strong></td>
<td></td>
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<tr>
<td>Rubric:</td>
<td></td>
<td></td>
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<tr>
<td>There are three primary areas of assessment:</td>
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<tr>
<td>Each student is assessed on a point scale of Good, Average, or Poor</td>
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<tr>
<td>Students use etching to create an image that responds to the theme of 'Nocturne'. The prints must respond to the assigned theme, show an adequate level of craftsmanship (cleanliness, ink ing, and correct registration), use two plate to create the image (at least using colored ink), and must have at least four different levels of value (changes from light to dark). Students have seven class periods to complete the project.</td>
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<tr>
<td>75% of students will receive 70% or better.</td>
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<tr>
<td>Total:</td>
<td></td>
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<tr>
<td>Good: 33%</td>
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<tr>
<td>Average: 33%</td>
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<tr>
<td>Poor: 33%</td>
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<tr>
<td>Most students were able to minimally execute the required assignment. They all had good to fair conceptual responses to the theme. However, the craftsmanship and technical quality of the editions needed improvement. Students performed just under the standard set.</td>
<td></td>
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<tr>
<td>Standard Met? : No</td>
<td></td>
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<td>2013-14 (Spring 2014)</td>
<td></td>
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<tr>
<td><strong>Faculty Assessment Leader:</strong></td>
<td>Katherine Sheehan</td>
<td></td>
</tr>
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<td><strong>Action Category:</strong></td>
<td>Program/College Support</td>
<td></td>
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