



PLO Assessment Report - Four Column

El Camino College - FINE ARTS DIVISION

El Camino: PLOs (FA) - Art

PLOs	Assessment Methods & Standard and Rubric / Tasks	Results	Action & Follow-Up
<p>El Camino: PLOs (FA) - Art - PLO #1</p> <p>Create/Use of Form - Upon completion of the art program, students will have the ability to create artworks that demonstrate competency in the use of form, media, and technique.</p> <p>PLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 10/04/2013</p> <p>PLO Status: Active</p>	<p>Assessment Method Description:</p> <p>The artwork of advanced students (11 or more art courses completed) across all media and disciplines within the art (studio) program will be assessed according to form and technique within the given media. Traits considered include: shape/form, light/value, line quality, color, texture, conceptualization of space, harmony, balance, proportion, rhythm, emphasis, originality and execution.</p> <p>The results from this broad assessment will be considered together with several course-level SLO reports from the previous years that assess form, media, and technique.</p> <p>Assessment Method: Project</p> <p>Standard and Rubric:</p> <p>Student work will be assessed on a 4-point scale for each trait: Very good, good, fair, poor. It is expected that 75% of students received good or very good marks in each area.</p>	<p>09/11/2014 - Part 1 - Project: 34 advanced students/art majors were involved in this assessment to assess the traits connected with form, medium, and style just prior to completion of the program. Results are as follows:</p> <p>line quality-83% very good/good shape/form-85% very good/good color-90% very good/good light/value-74% very good/good texture-91% very good/good space-87% very good/good unity/harmony-87% very good/good balance-85% very good/good proportion-93% very good/good rhythm-93% very good/good emphasis-82% very good/good originality-88% very good/good craftsmanship/execution-82% very good/good content-81% very good/good</p> <p>All of the above traits meet the target set for the standard, however, the area of value/light is much lower than the other percentages. This lower performance in use of light/value is paralleled in many course assessments. Content was also slightly lower.</p> <p>Part 2 - course assessment study: 23 previous course-level assessments were reviewed for trends. Two main trends were found among the various art media.</p> <p>1. Value, proportion and perspective were listed as areas of improvement for our students. This was mentioned in reports for Art 110, 129, 152, 217, 218, and 224. A multi-section assessment of Art 110, reported that only 68% of students had a strong grasp of value; proportion was grasped by 74% of students in the same assessment. Art 129 (Fundamentals of Color) concluded more time needed to be spent on value key and contrasts. An Art 152 (Rendering) report demonstrated poorer skill in conceptualizing various viewpoints and a lack of familiarity with the orthographic process.</p> <p>The poorer performance in relation to value was echoed in Part 1 of this assessment, meaning that even advanced students can struggle with this concept. Part 2 of this report (reviewing past course reports) takes all students into consideration, not just art majors or those</p>	<p>12/11/2015 - Re-evaluate objectives for Art 110 to emphasize proportion, perspective, and value, and/or investigate methods of improving curriculum and course offerings to improve performance in the above areas (i.e. communication among faculty on common value terminology...).</p> <p>Action Category: Curriculum Changes</p> <p>12/11/2015 - Form a committee within the art department to investigate potential methods for instituting more practice time including an open lab and/or mentoring program.</p> <p>Action Category: Program/College Support</p>

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		<p>with more experience. It seems this is an area that could be addressed early on in fundamental courses such as Art 110, drawing fundamentals, as was recommended in several action plans, and would therefore impact majors and non-majors alike.</p> <p>Among the possible recommendations: discussion among full and part-time drawing faculty regarding consistent dissemination of value terminology, particularly in Art 110; a re-prioritization of course objectives for Art 110 to emphasize sighting, measuring, volume, proportion and perspective; a return of the linear perspective class to support all drawing-based classes.</p> <p>2. More practice time is required to build skills. Practice time has been affected by the loss of repeatability. This exacerbated an already present need for more practice. This was mentioned as a need in the assessment reports of Art 110 (2 reports), 181, 187, 173, 217, 218, 225, 230, 262, 274, and 275.</p> <p>Among the possible recommendations: create an open lab supervised by casual workers, perhaps even skilled students who could provide some mentoring.</p> <p>Standard Met: Yes</p> <p>Semester of Current Assessment: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Karen Whitney, Harrison Storms</p> <p>Faculty Contributing to Assessment: Willie Brownlee, Joyce Dallal, Kathleen Sheehan, Richard Ewing, Randall Bloomberg, Harrison Storms, Russ McMillin, Irene Mori, Vince Palacios, Andrea Micallef</p> <p>Courses Associated with PLO Assessment: Art 110, Art 129, Art 130, Art 141, Art 143, Art 144, Art 145, Art 146, Art 152, Art 181, Art 187, Art 210, Art 217, Art 218, Art 219, Art 224, Art 225, Art 230, Art 262</p> <p>Related Documents: slo reports for PLO#1.pdf Art PLO 1 SP2014 data.pdf </p>	



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El Camino: PLOs (FA) - Dance

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<p>El Camino: PLOs (FA) - Dance - PLO #1</p> <p>Analyzing and Critiquing Dance - Styles Upon successful completion of this program the student will be able to analyze and critique dance styles, music and artists within a cultural, relevant and historical context.</p> <p>PLO Assessment Cycle:</p> <p>2013-14 (Spring 2014)</p> <p>Input Date:</p> <p>10/04/2013</p> <p>PLO Status:</p> <p>Active</p>	<p>Assessment Method Description:</p> <p>Attendance at and the resulting analyzing/critiquing of the designated live dance concerts for this class resulted in my ability to possess of the different dance styles that were presented.</p> <p>Assessment Method:</p> <p>Multiple Assessments</p> <p>Standard and Rubric:</p> <p>Complete understanding DANC 101- 33.76%, DANC 103 - 48.00% DANC 105 - 100 %</p> <p>Proficient understanding DANC 101- 40.76%, DANC 103 - 32.00% DANC 105 - 0%</p> <p>Basic understanding DANC 101- 25.48%, DANC 103 - 20%, DANC 105 - 0%</p> <p>An inability to understand DANC 101- 0%, DANC 103 - 0%, DANC 105 - 0%</p> <p>Related Documents:</p> <p>Dance PLO 1 assessment results Sp 14.pdf</p>	<p>09/22/2014 - There are multiple sections of DANC 101 allowing for a much greater level of response and variance in faculty dissemination of the critique criteria. There is only one section each of DANC 103 and 105 although the assessment results for DANC 101 and 103 are similar. Only Dance 105, Music for Dance shows and excellent rubric result regarding this PLO. The fact that this class is specific to dance majors and is a smaller pool of students (10-15 students) as contrasted with Dance 103 and Dance 101 which are both general education, transferable oriented classes with much larger student pools (45 students) can be attributing factors regarding these results. Additionally several faculty teach sections of Dance 101 and require a variety of live concert attendance with a range of criteria and pre-concert preparation.</p> <p>Standard Met:</p> <p>No</p> <p>Semester of Current Assessment:</p> <p>2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p> <p>Daniel Berney</p> <p>Faculty Contributing to Assessment:</p> <p>Amy Allen, Jill Jensen-Nunes, Michelle Funderburk, Hiroko Hojo</p> <p>Courses Associated with PLO Assessment:</p> <p>Dance 101, Dance 103, Dance 105</p> <p>Related Documents:</p> <p>Dance PLO 1 assessment results Sp 14.pdf</p>	<p>06/12/2015 - A standardization of criteria and per-concert preparation for this written live concert critique assignment would aid in the ability of the students especially in the Dance 101 multiple class sections. Since these sections of Dance 101 are taught by several faculty (primarily adjunct) there is a wide range of criteria currently be employed. Additionally the general student population in Dance 101 and Dance 103 should be given a live concert etiquette orientation separate from the Dance 105 class which is geared primarily to the dance major student population.</p> <p>Action Category:</p> <p>Teaching Strategies</p>