

# Assessment: Course Four Column

FALL 2015



## El Camino: Course SLOs (FA) - Art

### ECC: ART 106:Cross-Cultural Art

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #1 Analysis of Content</b> - Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of cross-cultural art. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015) <b>Input Date:</b> 12/04/2013	<b>Essay/Written Assignment</b> - Three-stage term paper: Thesis Statement, Summary of Arguments, and Final Paper. TS and SA upgradable in light of instructor comments. <b>Standard and Target for Success:</b> It is expected that 85% of students will score 75% and above for this assignment	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : Standard Met All data to be revised. c.90% of students scored above 75%. TS and SA revision process permit editing and upgrading, bringing up overall grades for the assignment. (12/08/2015) <b>Faculty Assessment Leader:</b> Simon Kenrick	<b>Action:</b> 1. Rename 1st 2 stages: THESIS STATEMENT and EXPANDED THESIS STATEMENT (student confusion over 'Summary of Arguments'). 2. Reemphasize that these are three stages of the same project. 3. Incorporate classroom exercise developing TS into SA. 4. Enforce deadlines so that students have time to revise/upgrade their TS & SA. (10/06/2016) <b>Action Category:</b> Teaching Strategies

# ECC: ART 144 :Three-Dimensional Computer Animation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Animation of Character -</b> Students will be able to use the pose-to-pose technique to animate their character in a manner that demonstrates the character's type and personality.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Project -</b> 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.</p> <p><b>Standard and Target for Success:</b> Students will be assessed on three different 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.</p> <p><b>Project -</b> Assessment was attached to the final project of the semester. This gave the students the final five weeks of the semester to learn the skills necessary to meet the assessment learning objectives. The project required that the students</p>	<p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>CRITERIA ASSESSED (Percent of students who scored 70% or better)</p> <ol style="list-style-type: none"> <li>1. Original Character Creation (100%)</li> <li>2. Original Character Animation (100%)</li> <li>3. Presentation of Short Animation (75%)</li> </ol> <p>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%</p> <p>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.</p> <p>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.</p> <p>(09/09/2014)</p> <p><b>Faculty Assessment Leader:</b> Joyce Dallal</p> <p><b>Faculty Contributing to Assessment:</b> David Turner</p> <p><b>Reviewer's Comments:</b> needs future action date</p> <p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>CRITERIA ASSESSED (Percent of students who scored 75% or better)</p> <p>As reflected in the data, there is an identifiable, majority</p>	<p><b>Action:</b> 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. (09/09/2014)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Action:</b> Continue to improve students' success rate in meeting deadlines by increasing the amount of time that students will have to complete their final project. (12/12/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>use the pose-to-pose technique to animate their character in a manner that demonstrates the character's type and personality.</p> <p><b>Standard and Target for Success:</b> Students will be assessed on one (SLO#2) criteria from the class SLO. Results will be defined in percentages. Student can received one of three assessments for the 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 75% of the students will achieve an overall score of 75% or better.</p>	<p>core of students (good) whom enthusiastically take to the subject matter and consistently perform well at absorbing the material presented in class along with completing assignments on-time and to a high level of achievement.</p> <p>Another factor which should be noted is that 3 students (out of 21) did not turn in the project. This critical component of the animation production process (meeting deadlines) is one area in which I still need to improve student performance.</p> <p>Also, many students only adequately met the standards of assessment (24%). I will strive to increase the percentage of students who completely meet the assessment standards by pursuing more effective methods of teaching and introducing the animation component of the curriculum earlier in the semester.</p> <p>Here is a breakdown of the students individual assessment scores (21 students total): 11 students assessed at 100% 7 students assessed at 70% 3 students assessed at 30%</p> <p>11 out of 21 students (57%) achieved a total assessment score of 75% or better, which is much less than my expectation of 75%. By finding new, more effective ways in teaching 3-dimensional animation, as reflected in the course SLO, I will strive to raise the student level of success.</p> <p>(12/12/2015) <b>Faculty Assessment Leader:</b> Joyce Dallal <b>Faculty Contributing to Assessment:</b> Dvaid Turner</p>	<p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> It cannot be understated just how difficult and complex 3D modeling and animation is as a subject. One semester of instruction in 3D modeling and animation is insufficient to become proficient in the discipline. I believe that creating intermediate and advanced level courses would allow the students adequate time and instruction to develop their skills necessary to be viable candidates for entry-level positions in the industry. (12/12/2015) <b>Action Category:</b> Curriculum Changes</p> <hr/> <p><b>Action:</b> Raise percentage of students who completely meet standards 3 dimensional animation skills. I will introduce the concepts and practices of 3 dimensional animation earlier in the semester. (12/12/2015) <b>Action Category:</b> Teaching Strategies</p>

## ECC: ART 146 :Designing for the World Wide Web

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Navigational Links</b> - Students will be able to demonstrate ability to create navigational links, simple JavaScript interactivity, and insert properly formatted image and multimedia files into a web page.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Project</b> - Assessment is based on the final two projects of the semester. Successful completion of these projects will demonstrate students' proficiency in stated skills for this SLO.</p> <p><b>Standard and Target for Success:</b> I judged each student's success based on this simple rubric: Complete understanding and execution of stated skills would be considered Completely Satisfactory (3 points); Partial understanding and execution of stated skills would be considered Partially Satisfactory (2-2.5 points); Very little or no understanding and execution of stated skills would be considered Unsatisfactory (0-1 points). My expectation for this evaluation is that 75% of students would evaluate at Completely Satisfactory, 20% would evaluate at Partially Satisfactory, and 5% would evaluate at Unsatisfactory.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>Out of three points possible, the class average for this evaluation was 2.78. Eleven students out of 16 (69%) were Completely Satisfactory in their understanding and execution of the required skills. Five students out of 16 (31%) were Partially Satisfactory in their understanding and execution of the required skills. No students were evaluated lower than Partially Satisfactory - although I did not include one student in this data as he did not complete any work during the semester.</p> <p>These numbers are lower than I anticipated. This SLO has a range of skills from very simple, and often repeated during the course of semester, to a couple that require a deeper understanding of the media. To bring my Completely Successful percentage up, I plan to do more breakout demos where I re-demo these skills to the students who are struggling with them. (01/23/2016)</p> <p><b>Faculty Assessment Leader:</b> Ron Romain</p>	<p><b>Action:</b> To bring my Completely Successful percentage up to 75% or higher, I plan to do more breakout demos where I re-demo these skills to the students who are struggling with them. (01/23/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: ART 150:The Art of Photography (Same course as PHOT 150)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Apply Concepts</b> - The student will be able to apply design concepts to the compositional structure of photographic images.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Essay/Written Assignment -</b></p> <p>Essay/Written Assignment The students write a 500 word or more essay on a photography exhibit. The essay will analyze and critique the photography exhibition in regards to subject matter, theme, form (black and white, color, digital, film/analog), lighting, exhibition space/installation description, the role of the photographs in contemporary civilization, and the artist/photographer intent. The student selects an exhibition from a list of exhibitions in the Los Angeles area and on campus. (Active)</p> <p><b>Standard and Target for Success:</b> It is expected that 85% of the students will score 75% or above on this SLO assessment.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Fifty four students in the combined, cross-listed Photography/Art 150 achieved the standard and target for success in the SLO assessment. Four students did not achieve the standard and target for success. The majority of students expressed enthusiasm and interest in the print portfolio assignment, and many students selected a subject for the photographs related to their field of study at El Camino College. Photography/Art 150 is a survey, appreciation course with a component of producing photographic examples of the design concepts taught in the course. There are varying levels of photographic technical skills among students in the class, however the majority of students were very successful in producing photographic examples of various design elements. (02/08/2016)</p> <p><b>Faculty Assessment Leader:</b> Rowan</p>	<p><b>Action:</b> The assignment will be adjusted to increase the academic and creative challenge to students in Photography/Art 150. Six photographs will be required for the assignment. One photograph for each design element: line, shape, form, color, black and white tonal range, and lighting. (02/09/2016) (09/29/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>

# ECC: ART 153 :Illustration I

Course SLOs	Assessment Method Description	Results	Actions															
<p><b>SLO #2 Design Tactics</b> - Students will be able to effectively communicate visual ideas, narratives and opinions by appropriately applying various applications of design tactics emphasizing visual rhythm, balance strategies and a strong sense of depth.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Project</b> - Students were given 2 hours and 45 minutes to use recently acquired analytical and creative skills to alter a composition in three different ways applying various design tactics to emphasize narratives, opinions or visual ideas:</p> <p>1) Enhance the energy dynamics (primarily rhythm applications)</p> <p>2) Manipulate the degree of visual tension (primarily balance strategies)</p> <p>3) Influence the sense of time analysis of mood. (depth and space allocation)</p> <p>In partial fulfillment of the required analytical core competencies for this class, the students were given 3 identical compositions on which they were required to display their understanding and command of narrative design (esp. rhythm, balance and space) for effective visual theatre.</p> <p>These are the criteria that are used to determine a successful assessment for Art 153:</p> <p>1. Energy dynamics (ability to effectively enhance the conceptual energy level with the visual energy by adjusting the visual rhythm and cadence throughout the composition)</p> <p>2. Visual Tension (ability to manipulate the mood and stress of the visual theatre by aligning the</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <table><tr><td>Energy Dynamics</td><td>3= 20</td><td>2= 2</td><td>1= 0</td><td>0= 0</td></tr><tr><td>Visual Tension</td><td>3= 18</td><td>2= 3</td><td>1= 1</td><td>0= 0</td></tr><tr><td>Time and Mood</td><td>3= 21</td><td>2= 0</td><td>1= 1</td><td>0= 0</td></tr></table> <p>Observable Patterns (Describe the patterns observed in the data.)</p> <p>A In this midterm appraisal, students on the whole demonstrated a very strong competence with regards to the three illustration skills assessed: Energy Dynamics, Visual Tension, and Time and Mood.</p> <p>B Application and strategies for Visual Tension showed a wider range in competence than in the other skill sets. Although still successful, there was a noticeable difference in proficiency in this area relative to the other skills assessed.</p> <p>C The other two skill-sets, Energy Dynamics, and Time and Mood, showed strong comprehension and competence.</p> <p>D The amount of time allotted the midterm was sufficient as all practica were turned in within the time parameters. (10/07/2015)</p> <p><b>Faculty Assessment Leader:</b> Richard Ewing</p>	Energy Dynamics	3= 20	2= 2	1= 0	0= 0	Visual Tension	3= 18	2= 3	1= 1	0= 0	Time and Mood	3= 21	2= 0	1= 1	0= 0	<p><b>Action:</b> The specifics addressed here are somewhat unique to the field of illustration, (although they have many practical applications in varying fields following), and for most students of visual art these cannot be appropriately addressed in any prior or prerequisite classes.</p> <p>On a larger note, a uniform attitude towards assigning and rigorously requiring copious preliminary studies in any concept-based communicative art class would acclimate the student to expanding their explorations and applying learned visual strategies, as those assessed above, more successfully. (04/01/2017)</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p><b>Action:</b> A twofold approach consisting of another competency specific in-class assignment and practical repetition should ameliorate the student outcomes.</p> <p>-An incisive in-class assignment can easily be folded into preliminary studies for a larger concurrent project, and would bolster the results thereof. -Further, thumbnail studies and rough sketches should incorporate strategies for increasing or decreasing the sense of tension (or lack thereof); a focus on combining strategies such as visual direction with proximity of elements might help bolster this application. There must be awareness, however,</p>
Energy Dynamics	3= 20	2= 2	1= 0	0= 0														
Visual Tension	3= 18	2= 3	1= 1	0= 0														
Time and Mood	3= 21	2= 0	1= 1	0= 0														

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>visual elements with appropriate balance strategies)</p> <p>3. Time and Mood (ability control the sense of immediacy and tone of the image by staging decisions and a judicious analysis of negative space)</p> <p>Students' achievement ratings for each criteria:            Excellent (90%) Good (80%)            Satisfactory (75%) Poor (70%)            Unsatisfactory (69%)  <b>Standard and Target for Success:</b> It is expected that 85% of students will score: 75% (satisfactory) or above on this SLO</p>		<p>that the results herein are well above expectations and the current teaching strategy appears quite effective as is. (04/01/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: ART 205A:History of Asian Art - India and Southeast Asia

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Communication</b> - Students will demonstrate the ability to effectively communicate ideas about Indian and Southeast-Asian art verbally or by written methods.</p> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)  <b>Input Date:</b> 12/16/2013</p>	<p><b>Term/Research Paper</b> - Students were given a choice to write an approximately 5 page expository essay on either an example of contemporary or ancient work of art from India. The ancient option was specifically an artwork chosen from the Norton Simon Museum of Art. The purpose of the assignment is to analyze a work of art in relation to the iconographical concepts introduced in the course.</p> <p><b>Standard and Target for Success:</b> 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 100-75 out of 100 possible points.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)  <b>Standard Met?</b> : Standard Met</p> <p>Forty-two students were enrolled in the course; thirty-eight participated in this assessment. The standard was met. 34 students achieved 75% or higher. In fact, 17of those (half of participants) achieved a 90% and above. Ten students achieved a score of 80% or higher, therefore scoring above average. Three were 75-79%. Six were in the 60-74% range and the other 5 did not participate. These 5 enrolled students did not submit papers, therefore received O/F grade and/or received an "Incomplete" and were not considered as part of the assessment.</p> <p>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 narrower assessment focusing on only one of either the historical, contextual or iconographical components of an artwork would prove more successful. (02/24/2016)</p> <p><b>Faculty Assessment Leader:</b> Lucy Alamillo</p>	<p><b>Action:</b> Provide a prompt earlier in the semester with narrower guidelines and without an option of choosing the type of essay content. Also, practice essay structure in short assignments or an in-class workshop (09/24/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>



# ECC: ART 253:Illustration II

Course SLOs	Assessment Method Description	Results	Actions																								
<p><b>SLO #2 Value and Perspective -</b> Students will be able to effectively communicate visual ideas, narratives and opinions appropriately applying various advanced applications of narrative value role in terms of value key, value contrast, eye direction, and atmospheric perspective.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Project -</b> Students were required to use previously acquired analytical and creative skills, and recently obtained 'sequential/continuity' competence to alter a composition in three different ways using narrative-value drawing techniques to:</p> <ol style="list-style-type: none"> <li>1) Manipulate atmospheric to vary the narrative implications effectively.</li> <li>2) Manipulate the dynamics combining varied energies in one stage (cat/mousetraps).</li> <li>3) Maintain an effective sense of depth without compromising the narrative value role; analysis of effectiveness of the overall visual theatre.</li> </ol> <p>In partial fulfillment of the required analytical core competencies for this class, the students were given 3 identical compositions on which they were required to display their understanding and command of value manipulation for effective visual theatre. These advanced students had to show a manipulation of focus for each image while maintaining an effective sense of depth (in this case using value contrasts for atmospheric perspective). These students were allowed more time than the one class session usually allowed, however none needed more than the 2 hours and 45 minutes typical of the class. (Active)</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <table> <tr> <td>Manip. Atmospheric</td><td>3= 5</td><td>2= 0</td><td>1= 1</td></tr> <tr> <td>0= 0</td><td></td><td></td><td></td></tr> <tr> <td>Combining Dynamics</td><td></td><td>3= 6</td><td>2= 0</td></tr> <tr> <td>1= 0</td><td>0= 0</td><td></td><td></td></tr> <tr> <td>Maintain Depth/Analysis</td><td>3= 4</td><td>2= 2</td><td>1= 0</td></tr> <tr> <td>0= 0</td><td></td><td></td><td></td></tr> </table> <p>Observable Patterns (Describe the patterns observed in the data.)</p> <p>N.B.: Typically it is a very small group of students who are enrolled in this advanced class, this semester had a total of 6 students. Ordinarily these students are high achievers, and are well prepared for the challenges of this class.</p> <p>A In this midterm appraisal, students on the whole demonstrated a very strong competence with regards to the three illustration skills assessed: Manipulating Atmospheric, Combining Dynamics, and Maintaining Depth with the attendant Analysis of the effectiveness of the visual theatre.</p> <p>B Application and strategies for all three assessed skill-sets were competent or better. Two students had a hard time maintaining depth with the use of high contrast elements in the background.</p> <p>C The other two skill-sets: Manipulating Atmospheric and Combining Dynamics, showed very strong comprehension and competence, and ALL students did very well in their analysis of the effectiveness of their strategies. The Dynamics category was especially strong.</p> <p>D The amount of time allotted the midterm was sufficient as all appraisals were turned in well within the (optionally extended) time parameters. (11/04/2015)</p>	Manip. Atmospheric	3= 5	2= 0	1= 1	0= 0				Combining Dynamics		3= 6	2= 0	1= 0	0= 0			Maintain Depth/Analysis	3= 4	2= 2	1= 0	0= 0				<p><b>Action:</b> The specifics addressed here are somewhat unique to the field of illustration, (although they have many practical applications in varying fields following), and for most students of visual art these cannot be appropriately addressed in any prior or prerequisite classes.</p> <p>On a larger note, a uniform attitude towards assigning and rigorously requiring copious preliminary studies in any concept-based communicative art class would acclimate the student to expanding their explorations and applying learned visual strategies, as those assessed above, more successfully. (04/01/2017)</p> <p><b>Action Category:</b> Program/College Support</p> <hr/> <p><b>Action:</b> To address the slight difficulty two students had combining the depth issue with their narrative value role, there really is no change to be made in teaching strategy. It is evident that all the students understand the concept, but need only more time and discipline to practice the performance of what they understand theoretically. This is done over time on future projects and later classes. As the instructor, I will emphatically encourage practice and discipline and expound on the logic therein. It should be noted that the next assessment will be with a completely different group of</p>
Manip. Atmospheric	3= 5	2= 0	1= 1																								
0= 0																											
Combining Dynamics		3= 6	2= 0																								
1= 0	0= 0																										
Maintain Depth/Analysis	3= 4	2= 2	1= 0																								
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	<p><b>Standard and Target for Success:</b> It is expected that 85% of students will score: 75% (satisfactory) or above on this SLO</p> <p>These are the criteria that are used to determine a successful assessment for Art 253:</p> <ol style="list-style-type: none"> <li>1. Manipulating Atmospherics (ability to manipulate the mood and atmospherics of the visual theatre by altering the value key decisions and effectively change the narrative)</li> <li>2. Combining Dynamics (ability to effectively house contrasting energy dynamics on one stage in an appropriately narrative fashion)</li> <li>3. Maintain Depth/Analysis (ability to maintain a believable sense of depth using atmospheric perspective while allowing for the mood and energy shifts per the demands of the narrative. Analysis of overall effectiveness of the visual theatre and adjustment strategy)</li> </ol> <p>Students' achievement ratings for each criteria:            Excellent (90%) Good (80%)            Satisfactory (75%) Poor (70%)            Unsatisfactory (69%)</p>	<p><b>Faculty Assessment Leader:</b> Richard Ewing</p>	<p>students, and this slight issue may be non-existent. (04/01/2016)  <b>Action Category:</b> Teaching Strategies</p>

# ECC: ART 274 :Jewelry Fabrication

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 Craftsmanship</b> - Students will be able to evaluate a jewelry object relative to concept, design and control of the medium (craftsmanship) through written and oral communication.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 12/16/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Assessment: The student was shown 2 completed jewelry objects, the selected objects evidenced a variety of skills and evaluated as "good" and "average" work. The student was tasked to evaluate in written form the pieces in relationship to 1) formal design organization, 2) functional and aesthetic concepts 3) craftsmanship. Students then gave and oral presentation of their evaluation.</p> <p><b>Standard and Target for Success:</b> Standards or Rubric</p> <p>The students were assessed in their ability to evaluate in the areas mentioned 1)formal design organization and use of proper terminology 2) functional and aesthetic concepts 3)Craftsmanship 4) Presentation</p> <p>Students were assessed as Good, Average, and Poor. Number of students evaluated - 16</p> <p>Results: 1) formal design terminology Good: 37.5% Average: 50% Poor: 12.5% 2) Concepts 31% 56% 12.5% 3) Craftsmanship 62.5% 37.5%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met?</b> : Standard Met</p> <p>Results: 1) formal design terminology Good: 37.5% Average: 50% Poor: 12.5% 2) Concepts 31% 56% 12.5% 3) Craftsmanship 62.5% 37.5% 0 4) Presentation 50% 12.5% 37.5%</p> <p>Overall 43.5% 39% 15.6%</p> <p>The goal of 75% Good or Average has been met.</p> <p>Patterns: 82.5% of the students scored Good or Average on the SLO assessment. The area of Craftsmanship was easiest for the students to assess. Formal design terminology and concepts received similar results, with the former slightly higher in the "good" category. Presentation has the most student who assessed "poor" (02/04/2016) <b>Faculty Assessment Leader:</b> Irene Mori</p>	<p><b>Action:</b> Implications for Future directions: To address the observable weakness in the Presentation criteria of the assessment, I plan to give more opportunities for Oral presentations. Extra credit assignments will be given to have the student watch TED talks, so they may observe and analyze examples of current communication styles. Students can also be encouraged to take a Beginning Communications course. (02/04/2017) <b>Action Category:</b> Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	0		
	4) Presentation		
	50%	12.5%	
	37.5%		
	Overall		
		43.5%	
	39%	15.6%	
	The goal of 75% Good or Average has been met.		

# ECC: ART 282 :Life Sculpture

Course SLOs	Assessment Method Description	Results	Actions
<b>SLO #2 Construction and Modeling -</b> Students will be able to show intermediate-level competency in the construction and modeling techniques related to life sculpture. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Fall 2013), 2015-16 (Fall 2015) <b>Input Date:</b> 12/16/2013	<b>Project -</b> Through assessed demonstrations, students will show competency, at an intermediate level, in the construction and modeling techniques as it relates to life sculpture.  The assessment tools will be: Armature design and construction Application of construction materials, clay, to build the basic form. Modeling Techniques, including: Gesture, proportion, surface details.	<b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013) <b>Standard Met? :</b> Standard Met  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 (12/05/2013) <b>Faculty Assessment Leader:</b> Russell McMillin <b>Faculty Contributing to Assessment:</b> None <b>Reviewer's Comments:</b> Please provide target for success and an interpretation of data in the appropriate box above. I think the standard may need to be raised. I will determine what the standard should be after the next round of SLO testing.	<b>Action:</b> I think the standard may need to be raised. I will determine what the standard should be after the next round of SLO testing. No further action is needed in this section until data is taken again in 2017 (12/05/2014) <b>Action Category:</b> SLO Assessment Process
	<b>Standard and Target for Success:</b> 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	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Fall 2015) <b>Standard Met? :</b> Standard Met Of the initial class, from week 3 onward; Seven students performed the assignments with at 4 Six students performed the assignments with a 3	<b>Action:</b> This assessment was for 1 class with 21 students participating. Of these, 11 students scored 4 points 6 students scored 3 points 4 students scored 2 points No students scored 1 point In total 17 students out of 21 scored a 3 or higher; Which is 81% (09/11/2014) <b>Action Category:</b> SLO/PLO Assessment Process
	<b>Project -</b> Have students create a sculpture based on a live human to determine whether students in this course performed at an intermediate-level of competency in the construction and modeling		<b>Action:</b> Because this is a skills-based course, students need more time to work with sculpting from a live model. I suggest the expansion of course offerings to include A, B, C and D levels to the course that could

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>techniques related to the successful creation of life sculptures.</p> <p><b>Standard and Target for Success:</b> 75 percent of students will be able to successfully complete the assessment.</p> <p>Rubric</p> <ol style="list-style-type: none"> <li>1. Skill in observation of subject</li> <li>2. Craft in modeling the representation of the model</li> <li>3. Student developing a narrative or theme of the model</li> <li>4. Modeling the concept effectively onto the life study</li> </ol> <p>Students received points for each criteria:</p> <p>4 points - Excellent; 3 points - Good; 2 points - Poor; 1 point - Unsatisfactory</p>	<p>Only one student failed the assignments by dropping the course.</p> <p>Of the students who completed the course, the average was 3.54 points, or an 88.5% success rate. (02/10/2016)</p> <p><b>Faculty Assessment Leader:</b> Russell McMillin</p>	<p>be offered concurrently since the subject of the live model would be the same for each course. (02/10/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>