

Assessment: Course Four Column

Spring/Summer 2017



El Camino: Course SLOs (FA) - Art

ECC: ART 101:Art and Visual Culture in Modern Life

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Communication - Students will be able to demonstrate the ability to effectively communicate ideas about art and visual culture verbally or by written methods.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/13/2013 Inactive Date: Comments:</p>	<p>Essay/Written Assignment - Students wrote papers and were assessed on a scale from 1-4 (poor, average, above average, exceeds expectations) on vocabulary (art terminology), content, and presentation or organization.</p> <p>Standard and Target for Success: 80% will receive "meets expectations" or better.</p> <p>Additional Information:</p> <p>Related Documents: Fine Art SLO_3_Sp2017 Edited.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Not Met</p> <p>Three sections of Art 101 were assessed in Spring 2017. Of the 67 students included in the assessment, 74.63% met or exceeded expectations. There were approximately 15% of students that did not meet expectations, but 10% of the forms were missing information. It is therefore inconclusive as to whether we met the standard. It was certainly close enough that the missing 10% may have impacted reaching the standard for success.</p> <p>The breakdown for each area is as follows:</p> <p>Vocabulary-</p> <ul style="list-style-type: none">28.4% exceeds expectations42% above average13.4% average7.5% poor9% unreported <p>Content-</p> <ul style="list-style-type: none">40% exceeds expectations24% above average16.4% average13.4% poor6% unreported	<p>Action: Between 101 faculty, share the techniques that have helped students in the writing process. This will help to provide consistency and given us better data in the future to see other trends. (10/06/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Full-time and part-time faculty continue to meet to discuss student needs in relation to the Art 101 course. Student writing continues to be a challenge. The support of the LRC in providing a tutor for art history has been helpful to many students. (10/16/2018)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Presentation/format/mechanics-</p> <p>29.8% exceeds expectations</p> <p>31.3% above average</p> <p>18% average</p> <p>10.4% poor</p> <p>10.4% unreported</p> <p>While the data reflects largely successful papers for the students, and no clear data trends, the area with the highest percentage of "poor" marks reported was "content." Interestingly this was also the highest area for "exceeds expectations" (40%). This seems to be an area where they either really understood and conveyed content or a few really struggled. Comments included vague analysis or weak connection to themes or research/citation problems. Depending on the particular class assignment used (different instructors had different requirements), some students' performance was impacted by not participating in a class draft editing process. Some instructors noted that a handful of students came in with below college-level writing skills.</p> <p>Some reasons cited as possible reasons for overall strong scores, however, often pointed to walking students through a writing process in stages including required drafts, group review of core concepts and terminology, and providing a sample paper. Faculty will be encouraged to continue these successful helps to students. (06/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Karen Whitney</p> <p>Faculty Contributing to Assessment: Gretchen Potts, Elizabeth Russell, Jackie Freedman</p>	

ECC: ART 102A:History of Western Art - Prehistoric to Gothic

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Communication - Students will be able to demonstrate the ability to effectively communicate ideas about prehistoric through gothic art verbally or by written methods.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Term/Research Paper - 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.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 80% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>30 Students participated in the assignment out of a total of 37 enrolled in the course. 7 students did not participate.</p> <p>The standard was met and it was even a little above the expected target. 20 students received 90% and higher (receiving an A) by fulfilling all the requirements of this assignment in an above average quality. 8 students scored between 80-89%, earning a B (also demonstrating higher than average quality if not thorough). Two students scored in the 70%/C range by completing all requirements but not of high quality, or high quality but incomplete in all required areas. Seven students did not complete the assignment.</p> <p>20 -90%-100 8 -89-80% 2 -79-70% 0 : 69% - 0 (09/18/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Lucy Alamillo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Though it is a high success rate I will introduce the application of "appropriate terminology, concepts and vocabulary" in a preparatory, "low-stakes" assignment to better prepare the students for the larger project. (09/21/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 102B:History of Western Art - Proto-Renaissance to 19th Century

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Communication - Students will be able to demonstrate the ability to effectively communicate ideas about renaissance through nineteenth-century art verbally or by written methods.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/15/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students wrote papers and were assessed on a scale from 1-4 (poor, average, above average, exceeds expectations) on vocabulary (art terminology), content, and presentation or organization.</p> <p>Standard and Target for Success:</p> <p>80% will receive "meets expectations" or better.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 34 students assessed on the research paper, 20 exceeded expectations, 13 met expectations, and only 1 didn't meet expectations at all. As this assessment is repeated it will become clear whether this semester was an anomaly in regards to such high scores. Students were communicating very well. 97% met the target for success.</p> <p>On their use of vocabulary/ proper art terminology, when scored on a scale of 1-4 (1 being exceeds expectations, 4 being poor) the average was 1.4.</p> <p>The average for content/research quality/thesis was not as high, but still very good at 1.6.</p> <p>The average for presentation/format/mechanics was lowest at a 2 average, but still a very high number.</p> <p>The results are consistent with past assessments and informal observations in that the mechanics of writing and structure of the paper is always rated the lowest. Perhaps this is because this is a skill that takes practice over time and many students are at the beginning of their academic career. I give a writing rules handout and lecture of many of these points to help students from preventing common mistakes. I believe this is working to an extent. Having a consistent art history tutor would be helpful so faculty ensure ideas discussed in class are being affirmed in tutoring sessions. I also run students through proper research techniques and require a proposal for the paper, which I believe accounts in part for high quality content. (09/21/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Karen Whitney</p> <p>Faculty Contributing to Assessment: Whitney</p>	<p>Action: Work with LRC and tutor to ensure consistent tutor employment and commonly understood standards of writing. (10/01/2018)</p> <p>Action Category: Program/College Support</p>

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

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Communication - Students will be able to demonstrate the ability to effectively communicate ideas about nineteenth-century through contemporary art verbally or by written methods.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/13/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - This was a multi-section assessment covering 2 sections taught by me. Students were given a five-page museum assessment activity on the 12th week of the semester and they were given two weeks to complete the assignment. This gave them only two weekends to complete the assignment. At this point into 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 to communicate and articulate their ideas concerning Art 102C.</p> <p>Standard and Target for Success: It is expected that 85 % to 90% of the students will score 80% or above on the paper including proper use of art historical terminology, formal analysis, discussion of subject matter and iconography, and personal response. (85% of the students will score 90-63 out of 90 possible points.)</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 53 Students received the assignment and 48 students were evaluated in this comprehensive SLO assessment. By the time that the SLO assignment was distributed most of the students who remained in class were ambitious with a solid art historical background the target was set very high. The standard was met and it was even above the expected target. 39students (96% of those who assessed) received 80% and higher and therefore fulfilled all the requirements of this assignment and 2 students (4%) gained satisfactory remarks. 5 students did not turn their paper and received incomplete and as the result they are not included in this assessment. The following chart reflects the breakdown of assessment data.</p> <p>A-COMPOSITION and Analysis (Student's Ability to Compose a Formal, College-Level Essay at the Skill Level of English 1A):</p> <p>1. Introduction and Thesis Statement (8points) 66 % Excellent 24% Good 10 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>2. Mechanics of Writing (28 points) (Paragraphs, grammar, punctuation, spelling, tenses, possession, word choice, syntax) and ability to Accurately Apply the Specific Language of Art)</p> <p>60% Excellent 30% Good 10 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>3- Use of Art Historical terminology (6 points) 90% Excellent 10% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>SECTION A Total (42 points): 72% Excellent 21% Good 7% Satisfactory 0% Poor 0% Unsatisfactory</p>	<p>Action: In the future (Spring 2018) I will repeat the same assessment and compare that with an oral presentation 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. As the results we can address student weakness in the course of the term, and then assess improvement (or lack thereof) at the end of the term. Note that this would affect only that term's teaching. (09/17/2017) Action Category: SLO/PLO Assessment Process</p>

Course SLOs	Assessment Method Description	Results	Actions
	Additional Information:	<p>B- ID (8points)</p> <p>100% Excellent 0% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>C- SUBJECT MATTER/ICONOGRAPHY (10 points)</p> <p>92% Excellent 8% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>D- Stylistic Attributes (FORMAL ELEMENTS) (20 points)</p> <p>90% Excellent 10% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>E- CONCLUSIONS (10 points)</p> <p>90% Excellent 10% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>Total: A+B+C+D+E:</p> <p>89% Excellent 10% Good 1 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>1- Excellent (A) = 100-90 % (80-72 Points)</p> <p>2- Good (B) = 89-80 % (71-64 Points)</p> <p>3- Satisfactory (C) = 79-70 % (63-56 Points)</p> <p>4- Poor (D) = 69-60 % (55-48 Points)</p> <p>5- Unsatisfactory (F) = 59-0 % (47-0 Points)</p> <p>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; which is one of the primary goals of this class and one of the requirements of this SLO.</p> <p>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 and therefore communicate their ideas professionally. As for art historical terminology 90% of the students were excellent and 10% good; which was expected</p>	

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		<p>from this class. Students also managed to identify the art works (100% excellent) and did great on subject matter (92% excellent as well). Formal and contextual analysis which was the main focus of this SLO assessment was also a great success and 94% were excellent and 6% were good. Several different factors contribute to great result which we achieved for this SLO.</p> <ul style="list-style-type: none"> o A great majority of students who remain in class and finished the course were advanced and responsible students o We held a workshop for both this and other major assignments in this class. o All external help from learning resource center and writing center also contributed to the success of this SLO assignment. <p>(09/17/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Ali Ahmadpour Faculty Contributing to Assessment: Ali Ahmadpour Related Documents: ART 102C - SLO -SPRING 2017-Rubric.pdf</p>	

ECC: ART 110:Drawing Fundamentals I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Assembling a Portfolio - A student will prepare a portfolio of drawings that demonstrates the fundamental skills needed to succeed in 200-level studio art courses.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Assessment is based on a final portfolio of at least four drawings per student. The assessment rubric will include the following categories:</p> <p>Composition: Drawings employ principles of pictorial structure, such as: balance, scale, focal point.</p> <p>Value: Drawings demonstrate an understanding of light/shadow and modeling techniques.</p> <p>Perspective/Proportion: Drawings show an understanding of basic linear perspective concepts and spatial/proportion relationships.</p> <p>Process/Technique: Drawings successfully apply and manipulate specific media and tools, and demonstrate a professional presentation.</p> <p>Each category will receive a numeric grade: 4= Exceeds Expectation 3=Meets Expectation 1=Falls Below Expectation</p> <p>Standard and Target for Success: It is expected that 85% of students will earn a result of Meets Expectations or above on the SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total sections assessed: 6. Total students assessed 113</p> <p>1. The data show that the benchmark was met for all of the components of the grading rubric (Composition, Value, Perspective/Proportion, and Process/Technique). Through averaging the total student results, 88.5% of students met expectations.</p> <p>2. The results within the rubric categories were as follows: Composition – 45 Exceed Expectations, 62 Met Expectations and 6 Fell Below Expectations Value – 39 Exceed Expectations, 58 Met Expectations and 16 Fell Below Expectations Perspective/Proportion – 41 Exceed Expectations, 51 Met Expectations and 21 Fell Below Expectations Process/Technique – 36 Exceed Expectations, 65 Met Expectations and 12 Fell Below Expectations</p> <p>3. Conclusions – Although the standards were met, data shows the area needing improvement is Perspective/Proportion, where 21 out of 113 students fell below the expectation. It is our intention to raise the number of students in this area.</p> <p>(06/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Randall V Bloomberg</p> <p>Faculty Contributing to Assessment: Binh Ngo, Thomas Kidd, Katherine Sheehan, Joe Kabriel,</p>	<p>Action: In the area of Perspective/Proportion, all instructors will be notified of the SLO results, and be encouraged to include additional handouts and exercises to aid in student comprehension. (06/07/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructors were notified of results and encouraged provide students with more handouts and exercises to aid in student comprehension. Some instructors report that this additional material seems to be helping students achieve a higher rate of success. (06/24/2018)</p>

ECC: ART 129 :Fundamentals of Color

Course SLOs	Assessment Method Description	Results	Actions																		
<p>SLO #3 Saturation and Intensity - A student will have a foundational understanding of color saturation, intensity contrast and color scheme and demonstrate the ability to compose chromatically, appropriately applying an assigned saturation ratio to a color composition, which demonstrates a specific range of saturation, intensity and temperature pattern.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - 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 saturation, and its allocation with an attendant analysis of functionality within random value, hue and temperature structures..</p> <p>These are the criteria that are used to determine a successful assessment for Art 129:</p> <ol style="list-style-type: none">1. Chroma perception (ability to accurately identify and differentiate a color's intensity level from that color's base hue and current value level)2. Intensity as depth cue (ability to accurately stage dull and bright colors to enhance a believable sense of depth)3. Intensity as focal point (ability to effectively direct the viewer's eye to a focal point by manipulating the dull and bright passages in a composition notwithstanding value & hue contrasts) <p>Standard and Target for Success: Students' achievement ratings for</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <table><tr><td>Chroma perception</td><td>3= 22</td><td>2= 2</td></tr><tr><td>1= 4</td><td>0= 0</td><td></td></tr><tr><td>Intensity as depth</td><td>3= 24</td><td>2= 3</td></tr><tr><td>1= 1</td><td>0= 0</td><td></td></tr><tr><td>Intensity as FP</td><td>3= 26</td><td>2= 2</td></tr><tr><td>1= 0</td><td>0= 0</td><td></td></tr></table> <p>A In the midterm practicum, students on the whole demonstrated very strong competence with regard to Saturation & Intensity of hue as applied to a color composition.</p> <p>B There was more variance in competence with regard to the Chroma Perception; there was a noticeable shift of proficiency in this area. Overall the bulk of the students did very well in differentiating Chroma from value range.</p> <p>C The other two compositional skill sets: Intensity as Depth and Intensity as Focal Point showed fairly consistent 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. (03/29/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Richard Ewing</p> <p>Faculty Contributing to Assessment: Ricahard Ewing</p>	Chroma perception	3= 22	2= 2	1= 4	0= 0		Intensity as depth	3= 24	2= 3	1= 1	0= 0		Intensity as FP	3= 26	2= 2	1= 0	0= 0		<p>Action: None necessary as the results show overall student learning outcomes are being met and with the above listed focus on temperature in place, student application of their hue analyses should improve. (06/13/2018)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: The data gathered from this assessment indicate that overall, the lessons (as well as the lesson's structure and time allotment) leading up to the midterm practicum are appropriate and successful in meeting the student learning outcomes.</p> <p>The ability to accurately identify and differentiate a color's intensity level from that color's base hue and current value level seemed to be the weakest link. Although the bulk of the students were able to differentiate Chroma from value & hue correctly, those that were less consistent may benefit from a stronger understanding of the difference between Chroma (bright/dull) and value (light/dark) [as well coming to terms with the confusion engendered by digital programs that use the word 'brightness' to indicate a high key in value as opposed to the correct application of that word to the saturation of</p>
Chroma perception	3= 22	2= 2																			
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	<p>each criterion: Excellent (90%) Good (80%) Satisfactory (75%) Poor (70%) Unsatisfactory (69%) It is expected that 85% of students will score: 75% (satisfactory) or above on this SLO</p> <p>Additional Information:</p>		<p>hue].</p> <p>Possibly a class exercise on the subject of the differentiation of Intensity from value range should be proffered before the practicum. This can be part of the color notebook assignments, or as a one-off or group activity. As with the value structure and hue assessment last year I am of the opinion that repetition of actual attempts by the student is the most effective means of learning. To this end, the assessment could be given at a later date in the semester to allow for further exposure and practice in perceiving a hue's Chroma and value range. (06/13/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Spring 2018 Class lecture reworked to emphasize the difference between Value and Intensity, with good results overall. Assessment was kept at the same week 7. (09/01/2018)</p>

ECC: ART 130:Two-Dimensional Design I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Two-Dimensional Composition - Students will be able to design and execute original two-dimensional compositions, using professional tools and materials.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students will create a black and white composition using expressive line. When choosing a subject, consider the different kinds of lines that would communicate the mood or any action-taking place and use the professional tools and materials to recreate them.</p> <p>There are nine kinds of expressive line:</p> <p>Horizontal Emphasis: implies restfulness, peace, calm</p> <p>Diagonal Lines: motion or action</p> <p>Pyramid Design: stability, permanence</p> <p>Vertical Emphasis: strength</p> <p>Jagged Lines: pain or tension</p> <p>Short, Quick Lines: nervousness, agitation, hurried</p> <p>Rounded or curved: restful and soothing</p> <p>V-Shaped: unstable</p> <p>Circle: perfection and completeness</p> <p>The lines you choose reflect your personality, epoch, and philosophy.</p> <p>Standard and Target for Success: 20 students were rated as excellent (83.0%), 3 students did a good job (13.0%), 0 students was rated as satisfactory (0%), 1 students was rated as unsatisfactory (4%).</p> <p>96% of class was rated as satisfactory or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>20 students were rated as excellent (83.0%), 3 students did a good job (13.0%), 0 students was rated as satisfactory (0%), 1 students was rated as unsatisfactory (4%).</p> <p>(09/28/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Andrea Micallef</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: I will implement a work in class day that provides assistance on using light tables and a variety of professional tools and materials which will assist in expressing the different types of lines that are used to communicate the different moods on the subject that was chosen. (09/28/2017)</p> <p>Action Category: Teaching Strategies</p>

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ECC: ART 131:Lettering and Typography I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Letterforms - Students will be able to demonstrate knowledge of letterforms and their appropriate usage in typographic compositions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - At the conclusion of ART 131, students will create and present typographic projects in traditional and digital media the incorporate the use of letter-forms that are appropriately reflect the given communication subject. The composition will support the intended visual message and reflect the Elements of Design. The use of appropriate letter-forms will create hierarchy and enhance the intended communicated message.</p> <p>Standard and Target for Success: By the end of the course students will be able to analyze a subject and apply an appropriate use of typography to communicate a given message. Students will demonstrate this by;</p> <ul style="list-style-type: none"> • Making choices of legible typography • Demonstrate how to build hierarchy by the use only typography • Demonstrate how to build message by the use only typography • Demonstrate how to apply the Elements of Design by the use only typography • Demonstrating how effect "color" by the use only black and white typography <p>Using the the following 30 point rubric is is expected that 90% of the students will score 80% of above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>At the conclusion of ART 131 student did a project that was assessed on a percentage scale. 88% of the students preformed at 70% or above, 12% preformed at 70% or below. The 12% that preformed below the 70% mark were often absent or did not come to class with their projects prepared for a timely critique. Thus they did not take advantage of the full design process. (10/22/2017)</p> <p>% of Success for this SLO: 88</p> <p>Faculty Assessment Leader: Cheryl Dimson</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: It is my intent to continue to try and stress the importance of the design process and the need for evaluation and critique at all phases of the process. (10/22/2017)</p> <p>Action Category: Teaching Strategies</p>

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	SKILL 1 Basic Skills CRITERIA POINT 1 Follows Requirements, Craftsmanship LEVELS 1 5 Complete understanding of project, exceptional skill with media 4 Very good idea of the class 3 Above average art skills 2 Barely average grasp of directions, shows some skill 1 Does not meet expectation but has made an effort to produce workHigher		
	SKILL 2 Higher Level Thinking CRITERIA POINT 2 Thinking Skills, Originality Creativity LEVELS 2 5 Unique, very original, individual; work draws the view in 4 Usually original, expressive 3 Little effort is made to develop original ideas 2 Seldom original, work possibly copied 1 No original ideas		
	SKILL 3 Apply Knowledge CRITERIA POINT 3 Design Principles / Elements and Brand ID LEVELS 3 5 Complete understanding, use of elements and principles 4 Has very good idea of art intent; success of the media		

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	<p>3 Work is effective but the intent is not clear</p> <p>2 Unclear thinking; little use of principles and elements</p> <p>1 No concept of art principles or elements</p> <p>SKILL 4</p> <p>Community Participation</p> <p>CRITERIA POINT4</p> <p>Effort to Learn and Master Skills to Produce Project</p> <p>LEVELS 4</p> <p>5 Learned and mastered the skills beyond what has been presented</p> <p>4 Has excellent command of the tools that have been presented</p> <p>3 Has good command of the tools that have been presented</p> <p>2 Has some command and success of the tools</p> <p>1 Has made little effort to learn the tools</p> <p>SKILL 5</p> <p>Communication Skills</p> <p>CRITERIA POINT 5</p> <p>Project Presentations</p> <p>LEVELS 5</p> <p>5 Gives clear reasons for the design thought process, excellent speaker</p> <p>4 Entertaining presentation, excellent speaking skills but design reasons are not clear</p> <p>3 Good speaking skills with some reasons for the design process</p> <p>2 Poor speaking skills with some reasons for the design process</p> <p>1 No concept of art principles, no contribution to critique</p>		

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SKILL 6
Responsible Citizen
CRITERIA POINT 5
Attitude, Constructive Critique
Contributions
LEVELS 5
5 Very helpful, positive and
considerate; motivates other
students
4 Is positive about projects, is helpful
3 Is indifferent to projects, usually
makes up work missed
2 Is negative about projects,
argumentative
1 Un-involved in projects, feels no
responsibility to make up work
missed

Additional Information:

ECC: ART 132:Advertising Design I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Mock-up - Students will be able create an effective mock-up using industry standard tools.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Student's project will be evaluated for craftsmanship. The expectation is that that all student acquire the craft to make presentable mock-ups and presentation boards. The following rubric will be used to evaluate the craftsmanship.</p> <p>It is expected that at least 76% of the students will show satisfactory growth.</p> <p>Rubric</p> <p>5 Learned and mastered the skills beyond what has been presented Produce Project 4 Has excellent command of the tools that have been presented</p> <p>3 Has good command of the tools that have been presented</p> <p>2 Has some command and success of the tools</p> <p>1 Has made little effort to learn the tools</p> <p>Students' received rating for each criteria: Excellent (90%), Good (80%), Satisfactory (70%), Poor (60%), Unsatisfactory (50%)</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Students were asked to create a mock-up of a project that had been digitally generated. In this mock-up students were expected to adjust color to printout, trim and mock-up the prints.</p> <p>The project were evaluated in a final critique by the instructor. 90% of the students received a 70% or better. 10% did not have the project complete at the assigned date and were not evaluated. (10/21/2017)</p> <p>% of Success for this SLO: 90</p> <p>Faculty Assessment Leader: Cheryl Dimson</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The action that have been taken is to ask for student to supply final printout prior to doing mock-ups so that they can be assessed by the class before the mock-up phase. Thus giving students time to make final adjustments. (10/21/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 133:Graphic Design

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Evaluation of Graphic Design - Students will be able to present, evaluate, communicate and receive constructive feedback in response to an objective set of criteria for any given work of art or graphic design.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/13/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students will create 2-6 visual representations of a pun, also known as a "sight gag". It must be a balanced and graphically integrated composition. Remember, this assignment deals with visually representing an ironic verbal relationship, such as a pun or an oxymoron. Solutions must use three colors graphically, not photographically. They will present, evaluate, and receive constructive feedback in response to the assignment objectives.</p> <p>Standard and Target for Success: 20 students were rated as excellent (83.0%), 3 students did a good job (13.0%), 1 students was rated as satisfactory (4%), 0 students was rated as unsatisfactory (0%). 100% of class was rated as satisfactory or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Success 20 students were rated as excellent (83.0%), 3 students did a good job (13.0%), 1 students was rated as satisfactory (4%), 0 students was rated as unsatisfactory (0%). (09/28/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Andrea Micallef</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: I will implement smaller group crits which will allow students to get to know each other and feel greater comfort in presenting, evaluating and giving needed feedback to their classmates. Students were much more likely to communicate and receive constructive feedback if they knew their classmates. (09/28/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Students were much more likely to communicate and receive constructive feedback if they knew their classmates. I will be putting together smaller group crits which will allow students to get to know each other and feel greater comfort in presenting, evaluating and giving needed feedback to their classmates. (09/28/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 141 :Digital Art

Course SLOs	Assessment Method Description	Results	Actions												
<p>SLO #1 Vector Paths - Students will use digital illustration software to draw an accurate vector path and use it to select raster information.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - As part of the final exam, students were given a Photoshop file with 2 layers. They were instructed to create and save a vector path to select a figure out of the top layer and then use a layer mask to composite him into the bottom layer.</p> <p>Standard and Target for Success: Based on prior assessments, it is expected that 85% of students or more will get 3 points.</p> <p>RUBRIC</p> <p>1. Ability to create vector path and save it in the path panel—1 pt</p> <p>2. Creation of layer mask—1 pt</p> <p>3. Accuracy of path and mask—1 pt</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total students assessed: 35</p> <p>TOTALS</p> <table><tr><td>3pts</td><td>29/31</td><td>93%</td></tr><tr><td>2pts</td><td>1/31</td><td>3%</td></tr><tr><td>1pt</td><td>1/31</td><td>3%</td></tr><tr><td>0pt</td><td>0/31</td><td>0%</td></tr></table> <p>OBSERVABLE PATTERNS</p> <p>This was a final hands-on practical exam based on an exercise they had done several weeks earlier in class. Essentially, it was the same exercise but with different files and no help from the instructor. Also, we reviewed the exercise in class, and our Art 141 tutor reviewed it as well during his tutoring sessions. The high success rate reflects the fact that this was a review of something they had practiced. The few students who missed a point or two were students who may have been absent or not paying attention and didn’t come to the tutoring sessions.</p> <p>IMPLICATIONS AND FUTURE DIRECTIONS</p> <p>Practice makes perfect in developing hands-on digital skills. Precise vector drawing depends on hand-eye coordination and requires practice. Students have to also remember the correct sequencing of steps and all the little details. The more practice they get, the better they are, and the more it becomes second nature. Doing this several times during the semester has increased the success rate 6 percentage points from the last assessment.</p> <p>(08/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Joyce Dallal</p> <p>Faculty Contributing to Assessment:</p>	3pts	29/31	93%	2pts	1/31	3%	1pt	1/31	3%	0pt	0/31	0%	<p>Action: Change the test to make it an exercise that replicates a typical assignment that would be given to an entry-level digital artist, such as using a vector path to select a product out of the background and add a drop shadow. This would be the type of image used on a website catalog. (08/15/2017)</p> <p>Action Category: Teaching Strategies</p>
3pts	29/31	93%													
2pts	1/31	3%													
1pt	1/31	3%													
0pt	0/31	0%													

ECC: ART 143 :Digital Design and Publishing

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Digital Design and Publishing Software - Students will demonstrate correct usage of digital publishing software to combine graphics, images, and typography in single and multi-page publications.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - This assessment is based on the final project, which was to design and produce an original book with a minimum of 8 pages plus cover. Total grade was 16 points, 4 in each of the following areas: Technical, Aesthetic, Conceptual, and Presentation. I am using the technical grades for this assessment.</p> <p>Technical:</p> <ul style="list-style-type: none"> • Software mastery (shows mastery of tools and techniques demonstrated in class/tutorials) • File management (Use of layers, naming layers, correctly naming and saving files) <p>Aesthetic:</p> <ul style="list-style-type: none"> • Effective application of design principles (formal visual qualities) • Effective communication of concept (idea, message or story intriguing and clear, does the form complement and enhance the content) <p>Conceptual:</p> <ul style="list-style-type: none"> • Creativity & originality (have we seen this before, is it cliché, is there any surprise, is it fresh and interesting or unusual) • Risk-taking (did the artist leave their comfort zone and attempt something new/complex/beyond their skill level) <p>Presentation:</p> <ul style="list-style-type: none"> • Presentation method chosen is appropriate to the work and the presentation venue 	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total students assessed: 12</p> <p>TOTALS: Technical</p> <p>4pts: 7 students 57%</p> <p>3 pts: 5 students 41%</p> <p>2 pts or below: 0 students</p> <p>Analysis: As expected, by this time in the semester students have learned how to use the software to create a book. But, perhaps I should raise my expectations that by the end of the semester 85% should be getting 4 points in the technical area.</p> <p>(08/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Joyce Dallal</p> <p>Faculty Contributing to Assessment: Dallal</p>	<p>Action: As expected, by this time in the semester students have learned how to use the software to create a book. But, perhaps I should raise my expectations that by the end of the semester 85% should be getting 4 points in the technical area. (08/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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- Craft (for printed work), all required files handed in with correct color, resolution, and format

Standard and Target for Success:

4=excellent 3=good 2=fair 1=poor
0=not turned in

Target

Since this is the last project of the semester, it is expected that 85% of students or more will score over 3 points in the area of technical.

Additional Information:

SLO #2 Member of Design Team -

Students will effectively perform as a member of a design team to produce a multi-page document in response to client generated project.

Course SLO Status: Active

Course SLO Assessment Cycle: 2014-

15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018)

Input Date: 12/16/2013

Inactive Date:

Comments::

ECC: ART 144 :Three-Dimensional Computer Animation

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Character Design - Students will be able to use three-dimensional standard geometric primitives to create a character of their design.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students were tasked with designing and modeling an original character from standard geometric primitives.</p> <p>Standard and Target for Success:</p> <p>Results will be defined in percentages.</p> <p>Students can receive one of three assessments:</p> <p>1) They exceeded the standard The student created a more complex design than the minimum requirements: 100%</p> <p>2) They met the standard The student created a design that met the minimum requirements: 70%</p> <p>3) They did not meet the standard The student did not turn-in the project: 0%</p> <p>Based on my recent semesters' class results, I would expect that 90% of the students will achieve an overall score of 70% or better.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total Number of students assessed 16</p> <p>Assessment Results</p> <p>Number of students that exceed the standard (100%): 9</p> <p>Number of students that adequately met the standard (70%): 6</p> <p>Number of students that did not meet the standard (0%):1</p> <p>Percentage of Students that met the SLO standard: 94% (09/10/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Joyce Dallal</p> <p>Faculty Contributing to Assessment: David Turner</p>	<p>Action: Although I am very pleased with the results of the assessment, I believe that I can help students turn in their projects on time by giving them a more firm deadline. In the past I have allowed students to continue to work on their characters if they are not ready to submit them. This has allowed the some students to lose focus on the character project resulting in lack of completion. It is my hope that when given a firm deadline that will motivate and allow the student to complete the character project. (10/31/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 145 :Web Animation and Games

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Motion and Interactive Media</p> <p>- Students will demonstrate the ability to output motion and interactive media in appropriate formats for use with current technology.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Multiple Assessments - Students will demonstrate the ability to output motion and interactive media in appropriate formats for use with current technology. Students were tasked with outputting animated gifs, videos and interactive games in the appropriate format for web publishing. On some assignments, they were asked to publish the animation, video and interactive media online.</p> <p>Standard and Target for Success: Students will be assessed on whether they adequately meet requirements of the assignment as stipulated in the SLO. Evaluation points will be based on the following criteria: 0 points - Student did not turn in project; 0.5 points - Student did not successfully accomplish SLO objective; 1 point - Student adequately met SLO objective. It is expected that 85% of students will score 100% on this SLO. To exceed SLO expectation, students were expected to publish the projects online. An extra point was given for this task.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Excluding the student who did not attend/did not turn in the project, 100% of the students met or exceeded the expectations.</p> <p>Exercise on animated gif output using Photoshop: Based on the current rubric, 13 student projects (86.7%) met the expectations, and 2 student (13.3%) did not turn in the project.</p> <p>Project 5 output game design in HTML 5 format: Based on the current rubric, 4 student projects (40%) exceeded expectations, 9 student (90%) met expectation at a high degree, and 1 student (10%) did not turn in the project.</p> <p>Based on the 25 submissions, 22 students met or exceeded the expectations, and 3 students did not submit.</p> <p>Students who did not exceed the expectations had technical limitations with publishing files online. They registered their websites with the providers like Wix and GoDaddy Central.</p> <p>(09/06/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Anya Zinoveva</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Develop web-enhanced curriculum using Canvas LMS, to allow students easily keep up with the assignments. (02/05/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The course was transitioned into Canvas LMS format, to allow students easily keep up with the assignments. Based on the Final project results, 100% of the students were able to output the file in responsive HTML5 format. (07/10/2018)</p> <p>Action: Enable BlueHost Spoke in Canvas, to allow web publishing regardless of any student hosting limitations. (02/05/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The curriculum was modified to focus on user interactivity and 2D timeline animation; to accommodate for these changes, the requirement to publish the work online was eliminated. (07/10/2018)</p> <p>Action: Provide the list of recommended hosting providers. (02/05/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The curriculum was modified to focus on user interactivity and 2D timeline animation; to accommodate for these changes, the requirement to publish the work online was eliminated. (07/10/2018)</p>

ECC: ART 153 :Illustration I

Course SLOs	Assessment Method Description	Results	Actions																		
<p>SLO #3 Staging Techniques - Students will be able to effectively communicate visual ideas, narratives and opinions by appropriately applying various applications of staging techniques that address audience expectations, viewer role, and gestalt.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017), 2019-20 (Spring 2020)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments:: Has become a Spring-only class per Walter Cox's 03.08.2017 and Russell Serr's 03.13.2017 e-mails.</p>	<p>Project - Students were given an assignment to use recently acquired analytical and creative skills to present an event at three different moments of its narrative arc, applying various compositional strategies to manipulate the viewer's experience and understanding of the scene.</p> <p>1) Create expectation (primarily negative space, quiet parallels and value contrasts)</p> <p>2) Escalate dynamics (oblique parallels, horror vacui and intensified contrasts)</p> <p>3) Decrease narrative tension, closure. (visual understatement)</p> <p>In partial fulfillment of the required analytical core competencies for this class, the students were required to stage 3 different compositions placed at 3 different moments in its narrative arc. For each they were required to display their understanding and command of visual theatre in order to alter the viewer's expectations and manipulate their experience of the scene.</p> <p>Standard and Target for Success: These are the criteria that are used to determine a successful assessment for Art 153:</p> <p>1. Create Expectations (ability to effectively apply subtle visual tension cues by manipulating the negative space, value contrasts</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <table><tr><td>Create Expectations</td><td>3= 20</td><td></td></tr><tr><td>2= 2</td><td>1= 3</td><td>0= 0</td></tr><tr><td>Escalate Dynamics</td><td>3= 22</td><td>2= 2</td></tr><tr><td>1= 1</td><td>0= 0</td><td></td></tr><tr><td>Decrease Nar Tension</td><td>3= 25</td><td>2= 0</td></tr><tr><td>1= 0</td><td>0= 0</td><td></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: Creating Expectations, Escalating Dynamics, and Decreasing Narrative Tension.</p> <p>B Application and strategies for decreasing Narrative 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, Escalate Dynamics, and Create Expectations, showed strong comprehension and competence. Creating Expectations, although fairly strong, was the weakest of the three.</p> <p>D The amount of time allotted the midterm was sufficient as all assignments were turned in in a timely fashion. (04/24/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Richard Ewing</p> <p>Faculty Contributing to Assessment: Ricahard Ewing</p>	Create Expectations	3= 20		2= 2	1= 3	0= 0	Escalate Dynamics	3= 22	2= 2	1= 1	0= 0		Decrease Nar Tension	3= 25	2= 0	1= 0	0= 0		<p>Action: 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. 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. (06/13/2018)</p> <p>Action Category: Program/College Support</p> <p>Action: The data gathered from this assessment indicate that overall, the lessons (as well as the lesson's structure and time allotment) leading up to the midterm assignment are appropriate and successful in meeting the student learning outcomes.</p> <p>The Creating Expectations category may benefit from a bolstering of the visuals used in the introductory lecture and possibly repetition in practical applications before the appraisal.</p>
Create Expectations	3= 20																				
2= 2	1= 3	0= 0																			
Escalate Dynamics	3= 22	2= 2																			
1= 1	0= 0																				
Decrease Nar Tension	3= 25	2= 0																			
1= 0	0= 0																				

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>and directional parallels)</p> <p>2. Escalate Dynamics (ability to effectively escalate the dynamics of the scene by controlling 'horror vacui', intensifying and applying oblique parallels)</p> <p>3. Decrease Narrative Tension (ability control and quiet the choreography of the ending arc in a way that diminishes the narrative tension and offers closure and resolution)</p> <p>Students' achievement ratings for each criteria: Excellent (90%) Good (80%) Satisfactory (75%) Poor (70%) Unsatisfactory (69%)</p> <p>It is expected that 85% of students will score: 75% (satisfactory) or above on this SLO</p> <p>Additional Information:</p>		<p>Inasmuch as the bulk of the students showed above average to high proficiency in this area, there may only be some concise adjustments to the lecture examples, and not the lecture itself.</p> <p>More pointed visuals for the in-class lecture and a practical application should ameliorate the student outcomes.</p> <p>-More explicit examples for 'Creating Expectations' can easily be folded into preliminary lecture and explanations -Further, a thumbnail study comp should incorporate strategies for increasing the viewers expectations of narrative action by manipulating the negative space, value contrasts and directional parallels. There must be awareness, however, that the results herein are well above expectations and the current teaching strategy appears quite effective as is. (06/13/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 160:Three-Dimensional Design

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Problem-Solving - Students will be able to demonstrate basic problem-solving skills appropriate for the challenges inherent in each three-dimensional design project.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The student must design and construct a basic ocarina that meets two criteria.</p> <p>The first, the ocarina must function, I.E. it must make sounds.</p> <p>The second, its form must conform to the basic theme of the project, such as "Sounds of the Sea".</p> <p>Standard and Target for Success:</p> <p>Since this in the first project of each semester, I estimate that 85% of all students enrolled during the first 2 weeks of the semester will complete the project or remain in the class. Of that 85%, I estimate that 80% of those will receive a 3 or 4 out of from 0-4.</p> <p>15-20% will receive a grade of 2.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The students were required to fulfill two objectives, form at basic ocarina that is able to play two notes. Second, the student must use these skills to build a final ocarina that played, and fulfilled the theme of the project "Sounds of the Sea".</p> <p>Under both Faculty, the results were consistent, in regard to student success in achieving grades of 3-4 on these requirements, with an over all average of 96% success, once students whom dropped the class were removed from the sampling.</p> <p>The only real note of interest is that in one case, the number of 3 was quite low, while in the other class, it was hire, representing about 22% of the total success rate.</p> <p>The % of students scoring a 2 was just under 5%.</p> <p>Three factors are most likely in play for these high results:</p> <p>1- Faculty focus on this component of the project, due to the SLO requirement.</p> <p>2-This being the introductory project, the difficulty of skills and concepts are at an appropriate beginning level.</p> <p>3- Students not succeeding or lacking to discipline and focus to succeed at this type of challenge, simply drop the class in the first couple of weeks of school. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Russell Mcmillan</p> <p>Faculty Contributing to Assessment: Pam Huth, Michael Miller</p>	<p>Action: I will meet with Professors Huth and Miller to discuss whether are standards are too easy for the effect of gaining greater insights to improve teaching practices.</p> <p>I like the strong footing these foundation classes are getting off to, but perhaps we should add an additional evaluation requirement, that comes later in the project, so that not all struggling students avoid being included in our data? (12/15/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 161:Beginning Ceramics

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Decorating and Glazing - Students will be able to show competency in basic decorating and glazing techniques of ceramic art through their creations.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments::</p>	<p>Project - Students will make a series of functional cups that will be decorated with ceramic clay slip and finally coated with glaze. The slip must be applied in such a way as it does not peel off and maintains clear visual intent. The glaze must be applied so that it coats the cup inside and out, does not run and cause the cup to stick to the kiln shelf, and finally has an appropriate look and finish.</p> <p>Standard and Target for Success: Slip and glaze application: 60 total students</p> <p>Exceptional: 22 students Above average: 31 students average: 7 students poor: 0 students</p> <p>80% of students will perform at the above average level or higher.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met There were 60 total students who participated in the assessment. Students were assessed on their project and would receive an exceptional, above average, average, or poor rating. The results are as follows: Exceptional: 22 students Above average: 31 students average: 7 students poor: 0 students</p> <p>88.3 % of students achieved an above average or exceptional rating. 11.6 % of students achieved an average rating. No students performed below average or poor. The high success of the students demonstrates that the instruction for this assignment is clear and effective. I offer ample time for practice and execution. (08/24/2017) % of Success for this SLO: Faculty Assessment Leader: Vince G Palacios Faculty Contributing to Assessment: Palacios</p>	<p>Action: due to the high success of students on this assessment, no major action is required. I will watch and observe the success of students in the future to determine weather any changes need to be made to teaching technique. (02/24/2018) Action Category: Teaching Strategies Follow-Up: I have reviewed the action and will watch for trends in student success that would require any changes. Will fully assess the SLO according to the time line. (06/26/2018)</p>

ECC: ART 173 :Introduction to Jewelry and Metalsmithing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Evaluate - A student will be able to evaluate a jewelry object in terms of concept, design and control of the medium (craftsmanship) through written and oral communication.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The student will design and fabricate a pendant that will visually reinterpret 'heart form' through negative and positive space and utilizes piercing, forming, and finishing techniques.</p> <p>Standard and Target for Success: It is expected that 85% of the students will score 70% or above on this SLO</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was comprised of three categories: 1) The student meets the basic assignment requirements. 2) The student addresses the creative component. 3) The student uses appropriate or relevant technique.</p> <p>Each project was assessed as below, meets or exceeds expectations. Category 1: 10.5% of the students assessed were below expectations, 60.9% met expectations and 30% exceeded expectations. Category 2: 15% below, 46% met, 40% exceeded. Category 3: 12% below, 48% met, 39% exceeded. Generally the students met the overall target for this SLO. The students were least successful in category 2 'The student addresses the creative component.'</p> <p>(10/02/2017)</p> <p>% of Success for this SLO: 0.87</p> <p>Faculty Assessment Leader: Irene Mori</p> <p>Faculty Contributing to Assessment: Irene Mori</p>	<p>Action: Improve student creativity by assigning exercises before the project (10/02/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 181 :Beginning Sculpture

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Problem-Solving - Students will be able to demonstrate basic problem-solving skills for the challenges inherent in each sculpture design project.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - In each project, the students are assigned a theme to work with and a set of materials to accomplish the project goal. Students must develop their interpretation of the theme, then Manifest that vision into an object they believe best describes their subject matter.</p> <p>Standard and Target for Success: Success is based off of faculty observation of the object and classroom critique of the object. Did the student express their ideas clearly and with meaning? How does the handling of the materials aid or distract from the projects goals. Student is assigned a project grade from 0-4. Concept, Content, craft, and presentation are all factors in that grade.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The project reviewed was "The Future is...", which trains the students in the visual and manipulation skills of transforming one object or set of objects/materials, into a completely different set of visual objects. In this project, the students use recycled materials, cutting, gluing and painting them to create an object from humanities future. This future is drawn from a timeline the student constructs, which describes our technological evolution from where we are today, to some appointed time in the future. The object constructed must have strong representational characteristic to help to describe the culture of that time, just as our i-phone would for this time period, or the model T had for the turn of the 20th century.</p> <p>On a scale of 0-4, I had 60% of my students score a 4, 25% scoring 3, 10% scoring 2, and 5% scoring a 0. The overall scoring a 3-4 was 85%, which is the normal range, around 80-85% most semesters. So, the future challenge is dealing with the 15% that regularly struggle. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Russell McMillin</p> <p>Faculty Contributing to Assessment: None</p>	<p>Action: There is a consistent 15% of students that seem to regularly struggle in my classes. Although that might be considered good that 85% normally do well, since this seems to be a relatively static number, plus or minus 5% per semester, I feel it is safe to say that the class and lessons work well for that larger %, and thus greater focus over the next few years can be spent on that 15% that struggles.</p> <p>I will consult with other faculty for some new models of teaching approaches that might improve those challenged students success rate. I will also test out any new ideas or methods to see if I can get that number up. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 187 :Printmaking I - Etching, Relief, and Lithography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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SLO #3 Prepare Portfolio - Students will prepare a portfolio of prints that demonstrate the fundamental skills needed to succeed in intermediate-level printmaking courses.

Course SLO Status: Active

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

Input Date: 12/16/2013

Inactive Date:

Comments::

ECC: ART 195:Portfolio and Career Planning for Artists and Designers

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Construct Portfolio - Students will be able to construct a portfolio of presentation materials appropriate for a specific job posting or college application and conduct an informational interview with someone associated with the career field or learning institution.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Summer 2017), 2020-21 (Spring 2021)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Students have been asked to produce a highlights page(s) and a full printed display portfolio.</p> <p>Standard and Target for Success: Students will present their portfolio to the class for evaluation. The portfolio will be presented in the form of a PDF class presentation. The goal is that students show 1- 4 projects with complete a complete process development. It should show a visual story of how development of a project.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Summer 2017)</p> <p>Standard Met? : Standard Met</p> <p>Student did a in-class presentation to their peers. They received peer evaluations as well as instructor evaluation. (07/19/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Cheryl Dimson</p> <p>Faculty Contributing to Assessment: Andrea Micallef</p>	<p>Action: 80% of the students were successful at giving peer evaluations and applying the input they received. 20% were not able to process the information they were given from other students. These students wanted additional instructor input to justify the peer input. (07/19/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 207:Art History of Mexico and Central and South America

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Communication - Students will demonstrate the ability to effectively communicate ideas about Mexican, Central and South-American art verbally or by written methods.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Students were given a five page museum assessment activity on the 12th week of the semester and they were given two weeks to complete the assignment. At this point into semester it was expected that they should have a comprehensive understanding of the arts of Central and South American cultures from ancient to present (including Pre-Columbian, Colonial, and Modern) 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 (Pre-Columbian, Colonial, 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, discussion of subject matter and iconography, a particular methodology, and personal response.</p> <p>Standard and Target for Success: It is expected that 85 % to 90% of the students will score 70% or above on the report paper including proper use of art historical terminology, formal or contextual analysis, discussion of subject matter, iconography, and personal response.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Assessment Data & Analysis: Assessment Data: 19 Students received the assignment and 18 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 80 % and higher). 18 students (100% of those who assessed) received 80% and higher and therefore fulfilled all the requirements of this assignment. One student did not turn the SLO paper and as the result is not included in this assessment. The following chart reflects the breakdown of assessment data.</p> <p>A-COMPOSITION and Analysis (Student's Ability to Compose a Formal, College-Level Essay at the Skill Level of English 1A):</p> <p>1. Introduction and Thesis Statement (6points) 60 % Excellent 30% Good 10 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>2. Mechanics of Writing (26 points) a-(Paragraphs, grammar, punctuation, spelling, tenses, possession, word choice, syntax) and ability to Accurately Apply the Specific Language of Art)</p> <p>59% Excellent 31% Good 10 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>3- Use of Art Historical terminology (8 points) 90% Excellent 10% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>SECTION A Total (34 points): 67% Excellent 26% Good 7 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>B- ID (10 points) 100% Excellent 0% Good 0 % Satisfactory 0% Poor</p>	<p>Action: In the future (Spring 2018) I will repeat the same assessment and compare that with another assignment 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. As the results we can address student weakness in the course of the term, and then assess improvement (or lack thereof) at the end of the term. Note that this would affect only that term's teaching strategy (09/17/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Conduct the same assessment and compare that with an oral presentation to see consistency and a comprehensive understanding of the course content. As the results we can address student weakness in the course of the term, and then assess improvement (or lack thereof) at the end of the term. Note that this would affect only that term's teaching strategy (09/17/2017)</p>

Course SLOs	Assessment Method Description	Results	Actions
	(85% of the students will score 100-70 out of 100 possible points.) Additional Information:	<p>0% Unsatisfactory</p> <p>C- SUBJECT MATTER/ICONOGRAPHY (10 points) 90% Excellent 10% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>D- Stylistic Attributes (FORMAL ELEMENTS) (30 points) 75% Excellent 25% Good 0 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>E- CONCLUSIONS (10 points) 70% Excellent 20% Good 10 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>Total: A+B+C+D+E: 80% Excellent 17% Good 3 % Satisfactory 0% Poor 0% Unsatisfactory</p> <p>1-Excellent (A) = 100-90 % (80-72 Points) 2-Good (B) = 89-80 % (71-64 Points) 3-Satisfactory (C) = 79-70 % (63-56 Points) 4-Poor (D) = 69-60 % (55-48 Points) 5-Unsatisfactory (F) = 59-0 % (47-0 Points)</p> <p>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; 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 communication of art historical 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%</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>excellent) and did great on subject matter (100% excellent as well). Of all students who responded to this SLO 67% were excellent and 33% were good and therefore managed to communicate effectively.</p> <p>Several different factors contributed to achieve a great result for this SLO.</p> <ul style="list-style-type: none"> o A great majority of students who remain in class and finished the course were advanced and responsible students o We hold a workshop for both this and other major assignments in this class and formed group studies. <p>(09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Ali Ahmadpour</p> <p>Faculty Contributing to Assessment: Ali Ahmadpour</p>	

ECC: ART 210:Drawing Fundamentals II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Creative Drawing - Upon successful completion of this course, students will be able to create compositions utilizing image manipulation techniques and creative invention in order to deconstruct, reformulate, and translate single and groups of objects into effective compositions employing the principles and elements of pictorial organization.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>			

ECC: ART 217:Life Drawing I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Assembling a Portfolio - Students will develop a portfolio of life drawings that demonstrates the skills needed to succeed in an intermediate-level life-drawing course.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments::</p>	<p>Portfolio - Each student will prepare a portfolio of 4 drawings. The portfolio will be assessed using the 4 listed traits: PROPORTION, COMPOSITION/GESTURE, ANATOMY, and LINE/ VALUE.</p> <p>Each portfolio will be scored: 5 for Exceeds Expectations –3 for Meets Expectations, 1 for Falls Below Expectations.</p> <p>Proportion: Relative size of the parts of the body to each other. Composition/Gesture: Pictorial structure and movement of the figure drawings. Anatomy: The application of skeletal and muscular forms and their landmarks to figure drawing. Line/Value: The use of line or value or the combination of both to figure drawing.</p> <p>Standard and Target for Success: Based on Percentages: “It is expected that 85% of students will score 75% or above on this SLO</p> <p>See Related Document for Rubric</p> <p>Additional Information: Related Documents: (ART)217_Data_S2017.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Total sections assessed: 5. Total students assessed 47 1. The data show that the benchmark was met for all of the components of the grading rubric (Proportion, Composition/Gesture, Anatomy, and Line/Value). Through averaging the total student results, 42.75 students out of 47 met expectations.</p> <p>2. The results within the rubric categories were as follows: Proportion – 16 Exceed Expectations, 24 Met Expectations and 5 Fell Below Expectations Composition – 21 Exceed Expectations, 22 Met Expectations and 4 Fell Below Expectations Anatomy – 10 Exceed Expectations, 32 Met Expectations and 5 Fell Below Expectations Line/Value – 11 Exceed Expectations, 33 Met Expectations and 3 Fell Below Expectations</p> <p>3. Conclusions – Although the standard was met, the data show that the areas that could profit from the most improvement are Anatomy, with 32 out of 47 Meeting Expectations and Line/Value with 33 out of 47 Meeting Expectations. It is our intention to raise the number of students in both these areas who receive Exceeds Expectations in these two categories. (06/07/2017) % of Success for this SLO: Faculty Assessment Leader: Harrison Storms Faculty Contributing to Assessment: Randall Bloomberg</p>	<p>Action: For Anatomy, students will receive handouts on anatomy to copy and bring their work in to class for critique.</p> <p>For Line/Vlaue, students will receive class critiques of their work focused on the quality of line and value in their drawings. (06/07/2018) Action Category: Teaching Strategies Follow-Up: Teaching strategies included additional anatomy handouts and sketchbook assignments. Class critiques included more direct feedback on line and value. (05/09/2018)</p>

ECC: ART 218:Life Drawing II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Assembling a Portfolio - Students will develop a portfolio of life drawings that demonstrates the skills needed to succeed in an advanced-level life-drawing course.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments:</p>	<p>Portfolio - Each student will prepare a portfolio of 4 drawings.</p> <p>The portfolio will be assessed using the 4 listed traits: PROPORTION, COMPOSITION/GESTURE, ANATOMY, and LINE/ VALUE.</p> <p>Each portfolio will be scored: 5 for Exceeds Expectations –3 for Meets Expectations, 1 for Falls Below Expectations.</p> <p>Proportion: Relative size of the parts of the body to each other. Composition/Gesture: Pictorial structure and movement of the figure drawings. Anatomy: The application of skeletal and muscular forms and their landmarks to figure drawing. Line/Value: The use of line or value or the combination of both to figure drawing.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above on this SLO</p> <p>Additional Information:</p> <p>Related Documents: (ART)218_Data_S2017.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Total sections assessed: 2. Total students assessed 7</p> <p>1. The data show that the benchmark was met for all of the components of the grading rubric (Proportion, Composition/Gesture, Anatomy, and Line/Value). All 7 student met expectations.</p> <p>2. The results within the rubric categories were as follows: Proportion – 4 Exceed Expectations, 3 Met Expectations and 0 Fell Below Expectations Composition – 5 Exceed Expectations, 2 Met Expectations and 0 Fell Below Expectations Anatomy – 2 Exceed Expectations, 5 Met Expectations and 0 Fell Below Expectations Line/Value – 4 Exceed Expectations, 3 Met Expectations and 0 Fell Below Expectations</p> <p>3. Conclusions – Although the standard was met, the data show that the area that will profit from the most improvement is Anatomy, with only 2 out 5 students Exceeding Expectations. It is our intention to raise the number of students in this category. This goal will be aided with the use of an anatomy sketchbook with assigned drawings.</p> <p>(06/07/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Harrison Storms Faculty Contributing to Assessment: Randall Bloomberg Related Documents: (ART)218_Data_S2017.pdf</p>	<p>Action: For Anatomy, students will receive handouts on anatomy to copy and bring their work in to class for critique. (06/07/2018) Action Category: Teaching Strategies Follow-Up: Anatomy handouts are being utilized for sketchbook assignments. (05/15/2018)</p>

ECC: ART 222 :Fundamentals of Painting I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Color Principles - Upon successful completion of this course, students will be able to compose, and paint natural and manufactured forms correctly applying color principles such as analogous, complementary, temperature, hue, and intensity.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Assessment is based on a final portfolio of at least three paintings per student. The assessment rubric will include the following categories:</p> <p>Composition: Employ the principles of pictorial organization to a painting composition.</p> <p>Color/Value: Layout, design, and paint the natural and manufactured forms color theory concepts such as analogous, complementary, temperature, hue, and intensity.</p> <p>Each category will be assessed as follows:</p> <p>5= Exceeds Expectation 3=Meets Expectation 1= Falls Below Expectation</p> <p>Standard and Target for Success: It is expected that 85% of students will at least meet the expectation.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total sections assessed: 3. Total students assessed 41</p> <p>1. The data show that the benchmark was met, 100% of students met or exceeded the expectation.</p> <p>2. The results were as follows:</p> <p>Composition: 80% Exceeds Expectation 20% Met Expectation</p> <p>Color/Value: 70% Exceeds Expectation 30% Met Expectation</p> <p>With the lower numbers In Color/Value, it would be beneficial to include more dialogue in color theory as it applies to painting. (06/07/2017)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Randall V Bloomberg</p> <p>Faculty Contributing to Assessment: Joseph Hardesty, Joseph Kabriel, Willie Brownlee</p>	<p>Action: Assign students writing tasks that will help clarify their intentions, and also write about self reflection based on finished projects. (06/08/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: I have reviewed previous action recommended and am making efforts to implement suggestions and changes. Will review in full next time slo is assessed (06/28/2018)</p>

ECC: ART 223A (formerly ART 223):Fundamentals of Painting II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Form - Upon successful completion of this course, students will be able to create theme-related paintings that adapt various color harmonies, and incorporate hue, value, intensity, mood, light, and space.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments::</p>	<p>Portfolio - Assessment is based on a final portfolio of at least three theme related paintings per student. The assessment rubric will include the following categories: Concept: Link between imagery and content creates meaning. Color/Value/Technique: Student adapts various color harmonies, and incorporate hue, value, intensity, mood, light, and space</p> <p>Each category will be assessed as follows: 5= Exceeds Expectation 3=Meets Expectation 1= Falls Below Expectation</p> <p>Standard and Target for Success: It is expected that 85% of students will at least meet the expectation. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Total sections assessed: 3. Total students assessed 13</p> <p>1. The data show that the benchmark was met, 100% of students met or exceeded the expectation. 2. The results were as follows:</p> <p>Concept: 70% Exceeds Expectation 30% Met Expectation Color/Value/Technique: 80% Exceeds Expectation 20% Met Expectation</p> <p>With the lower numbers In Concept, it would be beneficial to have students write more about their intentions and their self reflections on the work produced. (06/07/2017) % of Success for this SLO: 100 Faculty Assessment Leader: Randall V Bloomberg Faculty Contributing to Assessment: Joseph Hardesty, Joseph Kabriel, Willie Brownlee</p>	<p>Action: Have students write more extensively about their intentions, and self reflection on their finished projects. (06/08/2018) Action Category: Teaching Strategies Follow-Up: Faculty were made aware of action plan and encouraged to have students write more extensively about their intentions, and self reflection on their finished projects. This seems to be having a positive effect on outcome. (07/06/2018)</p>

ECC: ART 224:Life Painting I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Portfolio - Students will develop a portfolio of paintings that demonstrates the skills needed to succeed in an intermediate-level life painting course.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Assessment is based on a final portfolio of at least three paintings per student. The assessment rubric will include the following categories:</p> <p>Composition: Paintings employ principles of pictorial structure, such as: relative placement, figure/ground relationships, negative/positive shapes, cropping, balance, rhythm, focal point, and unity.</p> <p>Value: Employ value to represent volume, atmospheric perspective, and light/shadow relationships.</p> <p>Color: Describe the volume and mass of the human figure using color relationships including hue, value, temperature, and intensity. Employ color harmony strategies.</p> <p>Anatomy/Proportion: Depict a variety of live-model poses using gesture, foreshortening, anatomy, geometry and proportion.</p> <p>Process/Technique: Create life paintings employing application/manipulation techniques such as: blending, stippling, glazing, scumbling, alla prima, and color mingling.</p> <p>Each category will be assessed as follows:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total sections assessed: 1. Total students assessed 5</p> <p>The data show that the benchmark was met in each category. Overall, 100% of the students exceeded or met expectation on all categories. The breakdown of each category:</p> <p>Composition: Five students exceeded expectation</p> <p>Value: Five students exceeded expectation</p> <p>Color: One student exceeded expectation, four students met expectation</p> <p>Anatomy/Proportion: Three students exceeded expectation, two students met expectation</p> <p>Process/Technique: Three students exceeded expectation, two students met expectation</p> <p>The lowest expectation was in COLOR. The first half of the course utilizes specific color palettes, including limited palettes. The second half of the course students can choose their palette (including unlimited colors). The portfolio for this assessment includes only paintings from the second half of the semester. It may be worth assessing the color aspect at the midterm to compare to the final portfolio. It should be noted that life painting is a practice, and it is assumed there will be greater student success with each successive semester. Currently there are two levels: beginning and intermediate. An advanced level is in the planning stages.</p> <p>(06/07/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Randall V Bloomberg</p>	<p>Action: Develop a third level Life Painting course (08/28/2018)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: A third level course was written and submitted and approved. It will be offered in the spring 2019 semester. (05/07/2018)</p> <p>Follow-Up: A third level Life Painting course (ART 225b), was submitted for review and approval in the spring 2017 semester. (08/28/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>5= Exceeds Expectation 3=Meets Expectation 1= Falls Below Expectation</p> <p>Standard and Target for Success: Averages of all categories will determine overall success of program. For success, 75% of students should have portfolios that meet expectation. Each category average will specify areas of strengths or weaknesses.</p> <p>It is expected that 75% of students will score 75% or above on the SLO.</p> <p>Additional Information:</p>	<p>Faculty Contributing to Assessment: Randall V Bloomberg</p>	

ECC: ART 225 :Life Painting II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Portfolio - Students will develop a portfolio of paintings that demonstrates the skills needed to succeed in an advanced-level life painting course</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Assessment is based on a final portfolio of at least three paintings per student. The assessment rubric will include the following categories:</p> <p>Composition: Employ the principles of pictorial organization to synthesize personal imagery, expression, figurative representation and symbolic content.</p> <p>Color/Value: Layout, design, and paint the human figure using color and value to describe, interpret, and compose.</p> <p>Anatomy: Apply the appropriate application/manipulation techniques necessary to graphically simplify, reformulate and transform the anatomy, form, mass, and contexts of live-model poses.</p> <p>Theme/Process: Select and graphically develop contemporary thematic approaches to figure painting. Employ improvisational painting strategies and experimental methodologies to issues of expression and imagery.</p> <p>Each category will be assessed as follows:</p> <p>5= Exceeds Expectation 3=Meets Expectation 1=Falls Below Expectation</p> <p>Standard and Target for Success: It is expected that 85% of students will at least meet the expectation.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total sections assessed: 1. Total students assessed 5</p> <p>1. The data show that the benchmark was met, 100% of students met or exceeded the expectation.</p> <p>2. The results were as follows:</p> <p>Composition: 60% Exceeds Expectation 40% Met Expectation Color/Value: 40% Exceeds Expectation 60% Met Expectation Anatomy: 20% Exceeds Expectation 80% Met Expectation Composition: 100% Exceeds Expectation</p> <p>With the lower numbers In Anatomy, followed by Color/Value, it would be beneficial to include more information in these areas in future classes. It should be noted that Life Painting is an expression. Creating figures with anatomical accuracy does not necessary make a good painting. (06/08/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Randall V Bloomberg</p> <p>Faculty Contributing to Assessment: Randall V Bloomberg</p>	<p>Action: Creating successful life paintings requires practice. To succeed, students need the opportunity to repeat the class as much as possible. A third level of life painting is in the works. This class could help improve success for each student and the program. (08/28/2017)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: A third level course was written and approved and will be offered in the Spring 2019 semester. (05/07/2018)</p>

ECC: ART 230:Two-Dimensional Design II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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SLO #3 Design Development -

Students will be able to apply the design process to conceive, develop and construct two-dimensional design solutions from prescribed conceptual and/or formal guidelines to aesthetically finished pieces.

Course SLO Status: Active

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

Input Date: 12/16/2013

Inactive Date:

Comments::

ECC: ART 231:Lettering and Typography II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Critical Analysis - Students will demonstrate ability to recognize and critically analyze a work based on the typographic rules and principles in graphic design projects.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration -</p> <p>Students were given a project that they had to evaluate their multi-page layout in term of typography. Students were asked to site why their layout followed basic deign principles.</p> <p>Standard and Target for Success:</p> <p>50% of the class were able to do this and 50% were not able to explain how they were able to achieve success. The Type 2 section I currently teach only has 2 students in it so one student was successful and the other student was not.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>After looking at the percentage evaluation I have hat 100% success of student successful at this SLO at an 80% level or above. The nature of the level 2 classes they are very small and consist of 1-4 students. Students that take level two instruction are very motivated and have had success in level one. (10/22/2017)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Cheryl Dismon</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Increase the number of multi page layouts that level 2 produces. So that students have a clear understanding of how to create a layout theme. (10/22/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 232:Advertising Design II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Descriptive Summary - Students will be able to write a clear, descriptive summary of their visual project development.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Students created a process book of a completed project. In this book students created a clear documentation of the project process.</p> <p>Standard and Target for Success: 90% of the second level class are successful at communication of their visual development. 10% could use improvement of this skill.</p> <p>Additional Information: A very low dedicated amount of students take the level 2 class. The student that are dedicated enough to take this level 2 class do a good job of demonstration of this skill. The 10% that have trouble are normally ESL students that a challenged by written communications.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>At the end of the semester level 2 students were evaluated an 100% success was achieved at a 80% level or above. (10/22/2017)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Cheryl Dimson</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Encourage students to work on their process book from the onset of the project. (10/22/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 233:Graphic Design II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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SLO #3 - Students will be able to create a series of designs that demonstrate various problem-solving strategies in conjunction with traditional art/design media and digital applications such as raster, vector, and page layout software.

Course SLO Status: Active

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

Input Date: 11/17/2014

Inactive Date:

Comments::

ECC: ART 253:Illustration II

Course SLOs	Assessment Method Description	Results	Actions																		
<p>SLO #3 Portfolio - Students will be able to develop a portfolio of illustrations that demonstrate the skills needed to succeed in a more advanced-level Illustration course.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017), 2019-20 (Spring 2020)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments:: Has become a Spring-only class per Walter Cox's 03.08.2017 and Russell Serr's 03.13.2017 e-mails.</p>	<p>Portfolio - Students were required to use previously acquired analytical and creative skills, and recently obtained 'sequential/continuity' competence to create a cohesive group of 4 or more illustrations that indicate readiness for more advanced-level illustration courses:</p> <p>1) Demonstrate a systemized creative process of preliminary work in a cohesive group.</p> <p>2) Maintain a strong visual cohesiveness throughout the series of illustrations.</p> <p>3) Demonstrate an overall strength in Illustration techniques in both the narrative and draftsmanship realms.</p> <p>In partial fulfillment of the required analytical core competencies for this class, these advanced students were assigned to develop and finalize a group of cohesive illustrations to submit as a portfolio of work that displays display their understanding and command of illustration skills and ability to communicate using visual theatre. These students were allowed more time than the one class session usually allowed as this was an overall assessment of the class as a whole.</p> <p>Standard and Target for Success: Students' achievement ratings for each criterion: Excellent (90%) Good (80%) Satisfactory (75%) Poor (70%) Unsatisfactory (69%)</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>These are the criteria that are used to determine a successful assessment for Art 253:</p> <p>1. Creative Process (ability to conceptualize in a systematic way that shows a natural flow of ideation from preliminaries to final art)</p> <p>2. Cohesiveness of Visuals (ability to communicate an identifiable visual linkage from image to image in design, color and drawing style)</p> <p>3. Proficiency of Illustration Skills & Techniques (ability to demonstrate overall strength in Illustration techniques in both the narrative and draftsmanship realms effecting a convincing presentation of visual theatre)</p> <table><tr><td>Creative Process</td><td>3= 1</td><td>2= 0</td></tr><tr><td>1= 0</td><td>0= 0</td><td></td></tr><tr><td>Cohesiveness of Visuals</td><td>3= 1</td><td>2= 0</td></tr><tr><td>1= 0</td><td>0= 0</td><td></td></tr><tr><td>Proficy. Skills / technique</td><td>3= 0</td><td>2= 1</td></tr><tr><td>1= 0</td><td>0= 0</td><td></td></tr></table> <p>Observable Patterns</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 one student. Ordinarily these students are high achievers, and are well prepared for the challenges of this class. Because of the single student status, a 'pattern to observe' is impossible this semester. I will proceed with the analysis as best I can.</p> <p>A In this appraisal, the student on the whole demonstrated a very strong competence with regards to the three illustration skills assessed: Creative Process sequencing, Cohesion of Visuals and Proficiency of Skills and Techniques with regard for the effectiveness of the visual theatre in a</p>	Creative Process	3= 1	2= 0	1= 0	0= 0		Cohesiveness of Visuals	3= 1	2= 0	1= 0	0= 0		Proficy. Skills / technique	3= 0	2= 1	1= 0	0= 0		<p>Action: 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. 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. (06/13/2018)</p> <p>Action Category: Program/College Support</p> <p>Action: The student showed a strong sense of color and compositional skills. The weakness in drawing skills is in accordance with the expected level of studies completed at this juncture; typically, there is still much growth yet to be expected from a 2nd year student. This student's sense of color and design was above average for her level, and had no issues unifying disparate concepts and visuals; her preliminary work was copious and appropriately systematic.</p>
Creative Process	3= 1	2= 0																			
1= 0	0= 0																				
Cohesiveness of Visuals	3= 1	2= 0																			
1= 0	0= 0																				
Proficy. Skills / technique	3= 0	2= 1																			
1= 0	0= 0																				

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>It is expected that 85% of students will score: 75% (satisfactory) or above on this SLO</p> <p>Additional Information:</p>	<p>Portfolio presentation.</p> <p>B Application and strategies for all three-assessed skill-sets were competent or better.</p> <p>C One skill-set: Proficiency of Illustration Skills and Techniques was slightly weak in the drawing area. The Design and Color areas were especially strong.</p> <p>D The amount of time allotted the project was sufficient as this was a semester long project and all was turned in a timely fashion. (06/12/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Richard Ewing</p> <p>Faculty Contributing to Assessment: Ricahard Ewing</p>	<p>Overall the student had a strong understanding of all elements of the SLO in question.</p> <p>In this particular case, the issues require the student to take more life-drawing classes, as well as painting classes. These are best addressed in basic versions of the class. Overall the student is doing well, and in terms of cohesion and ideation -did outstanding. In this particular semester deficiencies in results would be ameliorated with more drawing classes and practice. (06/13/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 262 :Intermediate Ceramics

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Decorating and Glazing - Students will show competency, at an intermediate level, in the basic decorating and glazing techniques as it relates to ceramic art.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017) Input Date: 12/16/2013 Inactive Date: Comments::</p>	<p>Project - Intermediate Students will make a series of functional vase forms that will be decorated with ceramic clay slip and finally coated with glaze. The slip must be applied in such a way as it does not peel off and maintains clear visual intent. The glaze must be applied so that it coats the vase inside and out, does not run and cause the vase to stick to the kiln shelf, and finally has an appropriate look and finish.</p> <p>Standard and Target for Success: 11 total students</p> <p>80% of students will perform at the above average level or higher.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met There were 11 students who participated in the assessment. Upon completion of the assignment, each student was given a rating of exceptional, above average, average, or poor. The results are as follows:</p> <p>Exceptional: 5 students Above average: 6 students Average: 0 students Poor: 0 students</p> <p>45.4 % of students performed at the exceptional level 54.5 % of students performed at the above average level No student performed below the above average level 100% of students performed at the above average or higher level.</p> <p>The high success of the students demonstrates that the instruction for this assignment is clear and effective. I offer ample time for practice and execution. It also demonstrates that students benefited from taking the beginning level of ceramics. (08/24/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Vince G Palacios Faculty Contributing to Assessment: Palacios</p>	<p>Action: due to the high success of students on this assessment, no major action is required. I will watch and observe the success of students in the future to determine weather any changes need to be made to teaching technique. (02/24/2018) Action Category: Teaching Strategies</p> <p>Follow-Up: I have reviewed the action and will keep an eye on student success. Will make changes if necessary at the next assessment of this SLO. (06/26/2018)</p>

ECC: ART 275 :Jewelry Casting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Craftsmanship - Students will be able to evaluate a cast jewelry object relative to concept, design and control of the medium (craftsmanship) through written and oral communication.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Multiple Assessments - The student was given a quiz on relevant Jewelry Casting terminology. Then the student was assigned to write a report in which they would utilize Jewelry Casting terminology to critique cast stacked rings. Topics to be addressed in the report were concept and creative component, function and design, and craftsmanship. The student presented his/her findings to the class in the form of an oral presentation.</p> <p>Standard and Target for Success: . It is expected that 80% of the students would score 70% or above on this SLO</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>For the Quiz portion of the SLO 15% of the students scored below expectations, 46% met expectations and 40% exceeded expectations. The results of the written and oral portions of the SLO were the same, with 10.5% of the students scoring below expectations, 52.6% meeting expectations and 31.5 exceeding expectations. It is curious that the Quiz results rendered greatest number of students who did not meet expectations, but also the highest percentage of students who exceeded expectations. It is difficult to speculate on the causes, however since the quiz was given at the beginning of the semester, timing might be a factor for the lower scoring students. Overall my success rate shows that my teaching methods are working well with 84.6% of my students meeting or exceeding expectations. (10/04/2017)</p> <p>% of Success for this SLO: 0.846</p> <p>Faculty Assessment Leader: Irene mori</p> <p>Faculty Contributing to Assessment: Irene Mori</p>	<p>Action: A practice quiz will be given to improve the success (10/04/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 283 :Bronze Casting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Design, Manufacturing, and Finishing - Students will be able to show intermediate-level competency in the design, manufacturing, and finishing techniques in bronze casting. Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 12/16/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Using inspiration from "Elder Cultures", students will create a totem or luck charm that will give them good fortune during the bronze casting process, so that they will have successful casting results. Students will use a combination of found organic materials, things that burn, as well as wax for modeling the sculpture, to create a small sculpture, not so unlike the Venus of Willendorf or other pre-historic sculptures, that visually symbolizes "forces" controlling the powers of the furnace and the metal within. Students will be judged on their use of materials, sculpting, as well as the casting and finishing of the object. Standard and Target for Success: On any given year, between 70-90% of all sculptures cast succeed. Given that success will also be judged on the student's design and finishing of the object, I am setting the bar at a reasonable 70% for scores of 3-4 on a scale of 0-4. I will estimate that there will be somewhere in the range of 15% of students that score a 3, with the remaining 15% scoring a 0-1, mostly due to poor castings.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 27 first semester bronze students;</p> <p>20 scored a 4</p> <p>5 scored a 3</p> <p>2 scored a W (which I guess if a zero?)</p> <p>74% received a score of 4</p> <p>18.5% received a score of 3</p> <p>7.5% received a score of W (0)</p> <p>So, it is clear that I should have used my standard 80-85% success rate, even in a class like bronze with such a high level of process needed for success.</p> <p>Since most of the 1st time bronze students have had one or more 3D studio classes, their basic skills and processes are clearly being demonstrated here.</p> <p>Bronze Casting is a great capstone class for the 3D area, 3D design, Ceramics, Sculpture and Jewelry, for it requires a high ability of skills and processes to succeed.</p> <p>(09/15/2017) % of Success for this SLO:</p> <p>Faculty Assessment Leader: Russell McMillin</p> <p>Faculty Contributing to Assessment: None</p>	<p>Action: When the school eliminated repeatable classes, I had great concerns on the viability of Bronze Casting. The skills required and the processes have a very steep learning curve. Although I have had to change some of the curriculum and projects to accommodate the knowledge that students would only be taking the class once, I am pleased and surprised at the success rate we have achieved. Beyond the modifications I have made to the course itself, I believe the main reason for these results is the fact that many of these students have taken several other courses within the our 3D area. Although each course is distinct, there is a measurable Vin-Diagram where we could list all of the common skill sets and relatable processes. Thus, although students are being denied the opportunity to gain greater specific skills as it relates to sculpture, they are gaining a similar set of skills as it relates to the greater Three Dimensional areas; Sculpture, Ceramics, Three Dimensional Design and Jewelry. In conclusion, I will speak with each of other faculty in the 3D areas and share my findings. Hopefully we can work together to greater strengthen this overlapping. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ART 288 :Printmaking II - Etching, Relief, and Lithography

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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SLO #3 Portfolio - Students will prepare a portfolio of prints that demonstrate the fundamental skills needed to succeed in advanced-level printmaking courses.

Course SLO Status: Active

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

Input Date: 12/16/2013

Inactive Date:

Comments::