

# Course Assessment Results aligned to Program SLOs

## San Mateo CCCD

### CAN Program - Fine and Performing Arts

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Describe the roles of creative expression in human cultures	CAN Dept - Art - CAN ART 204 - Drawing I - SLO 2: Drawing analysis - SLO 2: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> In class critiques and/or written essays, students will analyze individual drawings of their peers, of their own, or by contemporary and/or past masters. A holistic rubric is used to evaluate the student's success in identifying drawing techniques as well as formal concepts of two-dimensional art.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students evaluated as having done a "good" or "excellent" job of analyzing the artwork.</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p>	<p>12/31/2012 - Yes - 100% of students were evaluated as good or excellent.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 204-F2012- SLO 2 data</a> <a href="#">MillerBowen.doc</a></p>	
			06/10/2011 - 92% of students evaluated as "good" or "excellent"	06/10/2011 - None needed
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p>	
			06/21/2010 - Almost all students were very successful in critical analysis by the end of the semester, as I spent more time and emphasis on critiques this year.	06/21/2010 - No action needed.
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p><b>Action Plan Category:</b> Other</p>

CAN Dept - Art - CAN ART 205 - Drawing II - 4. Analyze and critique the work of others. - Analyze and critique the drawings of others, identifying the elements of form and technique that contribute to the expressive content of the work. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> Students critique the work of their peers in formal class critiques, and the works of old and contemporary masters in short written critiques. The work is analyzed for both formal and expressive content. A holistic rubric is used for the verbal</p>
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		<p>class critique, while grades will be used to directly assess the written work. An understanding of technique, of formal art elements and concepts, and of the expressive content of the work is rated by the professor.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students receiving a B or A, good or excellent, in the assessment.</p>		
	<p>CAN Dept - Art - CAN ART 221 - Painting I</p> <p>- 221 Analyze and Critique Paintings - Students critique their own work and that of others, identifying basic concepts of form and content. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> The final meeting consists of a group critique where students critique their work from the second half of the semester. Each student is also required to critique the work of another student. Students receive a letter grade for their performance.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% percent of students receiving a grade of B or better.</p>	<p>06/09/2014 - Out of 10 students, 9 or 90% received a grade of B or better for the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 221_Sp'14_slo3.docx</a></p>	<p>06/09/2014 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>01/21/2013 - Out of 18 students, 16 or 89% received a grade of B or better for the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p>	<p>01/21/2013 - With this much success, the amount of vocabulary that students are expected to understand can be expanded. We will continue to make vocabulary of art terms a topic, and expand on the amount of time we spend on this and also on art concepts related to painting.</p> <p><b>Action Plan Category:</b></p>

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			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 221 Fall 2012 slo.docx</a></p>	<p>Other</p>
	CAN Dept - Art - CAN ART 222 - Painting II - 3. Critique - SLO3: Critique the work of others while also accepting the suggestions of their peers. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> ASSESSMENT: Students take part in a class critiques at midterm and during finals week. Students are assessed for their ability to identify and articulate issues of form technique, and content in the work of their peers. They also respond to their peers critiquing their work. A holistic rubric is used in assessment, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> SUCCESS: 75% of students achieving a good or excellent score.</p>	<p>06/18/2013 - Success criterion met as 83% (5 out of 6) students did a good or excellent job in critiquing artwork, articulating issues of form and content.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_Sp'13 reporting form.docx</a></p>	<p>06/18/2013 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	CAN Dept - Art - CAN ART 304 - GALLERY DESIGN AND MANAGEMENT - Role of museum and gallery exhibitions - SLO 1: Demonstrate an understanding of	<p><b>Assessment Method:</b> Students are evaluated on a project such as a paper or presentation related to museum and gallery function and benefits to society. A holistic rubric is</p>	<p>01/10/2012 - Success criterion met as 100% (2 out of 2) students did a good or excellent job in critiquing artwork, articulating issues of form and content.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_F'11 reporting form.docx</a></p>	<p>04/02/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>06/08/2014 - 80% of students have a good or excellent understanding of most concepts. 75% of students have an excellent understanding of most concepts.</p>	<p>06/08/2014 - We need to find a way to increase the number of students taking this excellent class, as this class will benefit from a larger group. All who</p>

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	<p>museum and gallery exhibitions? role in society through written assignments, projects, and discussions. (Created By CAN Dept - Art)</p> <p>used to measure success. (1 is needs much work, 2 is has an adequate understanding of most concepts 3 is good understanding of most concepts, 4 is has an excellent understanding of all concepts)</p> <p><b>Assessment Method Category:</b> Project</p> <p><b>Success Criterion:</b> 80% of students have a good or excellent understanding of most concepts</p>	<p>This ended up being a very small group of students – too small. Four or more excellent students dropped the class throughout the semester because of schedule conflicts or for unknown reasons. In the beginning of the semester with a fuller class, there was a real synergy and excitement among the group, but by the end of the semester, when there were only 5 students attending, the synergy of the students working together was not very strong.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 304 SLO#1 Sp 14.docx</a></p>		<p>take it seem to love it, but we need to get the word out. We can try to change schedule of class in order to pick up more students. Perhaps I will work with counselors more to try to get more students.</p> <p><b>Action Plan Category:</b> Other</p>

<p>CAN Dept - Art - CAN ART 304 - GALLERY DESIGN AND MANAGEMENT - Understanding of Museum &amp; Gallery Practices - SLO 2: Demonstrate an understanding of standard museum and gallery practices and use of critical thinking to evaluate various aspects of gallery and museum design &amp; management including curating, education, exhibit design, lighting, and installation, written text, storage, care and conservation of collections, marketing, public relations, and security. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Assessment of SLO 2: Students are evaluated on portfolio of various assignments including papers, presentations, and in-class workshops related to gallery and museum practices. A holistic rubric is used to evaluate the portfolio. (1 is needs much work, 2 is has an adequate understanding of most concepts 3 is good understanding of most concepts, 4 is has an excellent understanding of all concepts)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 80% of students have a good or excellent understanding of most concepts</p> <p><b>Related Documents:</b> <a href="#">ART304_SLO3_data_sp11</a></p>	<p>05/25/2013 - 100% of students have a good or excellent understanding of most concepts. 88% of students have an excellent understanding of most concepts.</p>	<p>06/12/2013 - No actions needed.</p> <p><b>Action Plan Category:</b> Other</p>
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Engage with the arts; integration of the arts into life.	CAN Dept - Art - CAN ART 204 - Drawing I - SLO 2: Drawing analysis - SLO 2: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> In class critiques and/or written essays, students will analyze individual drawings of their peers, of their own, or by contemporary and/or past masters. A holistic rubric is used to evaluate the student's success in identifying drawing techniques as well as formal concepts of two-dimensional art.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students evaluated as having done a "good" or "excellent" job of analyzing the artwork.</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p>	<p>12/31/2012 - Yes - 100% of students were evaluated as good or excellent.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 204-F2012- SLO 2 data</a> <a href="#">MillerBowen.doc</a></p>	
	CAN Dept - Art - CAN ART 205 - Drawing II - 4. Analyze and critique the work of others. - Analyze and critique the drawings of others, identifying the elements of form and technique that	<p><b>Assessment Method:</b> Students critique the work of their peers in formal class critiques, and the works of old and contemporary masters in short written critiques. The work is analyzed for both formal and expressive content.</p>	<p>06/10/2011 - 92% of students evaluated as "good" or "excellent"</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p> <p>06/21/2010 - Almost all students were very successful in critical analysis by the end of the semester, as I spent more time and emphasis on critiques this year.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>06/10/2011 - None needed</p> <p>06/21/2010 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>

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	<p>contribute to the expressive content of the work. (Created By CAN Dept - Art)</p>	<p>A holistic rubric is used for the verbal class critique, while grades will be used to directly assess the written work. An understanding of technique, of formal art elements and concepts, and of the expressive content of the work is rated by the professor.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students receiving a B or A, good or excellent, in the assessment.</p>		
	<p>CAN Dept - Art - CAN ART 206 - Figure Drawing/Portraiture</p> <p>- Use of media - Students demonstrate competence in the handling and use of drawing media. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students submit a portfolio or drawings at the end of term. A holistic rubric is used to assess the skill level in handling and use of media in this body of work. 1. Needs much work; 2. Lacking in more than one area; 3. competence in most areas of technique; 4. Excellent use of media.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students demonstrate competence in basic handling of media</p> <p><b>Related Documents:</b> <a href="#">ART 206 SLO 2 data, Sp'10</a></p>	<p>08/16/2010 - 90% of the students demonstrated a basic competence in the use of drawing media, with over 60% performing at a level of excellence.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>08/14/2010 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 222 - Painting II</p> <p>- 3. Critique - SLO3: Critique the work of others while also accepting the suggestions of their peers. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> ASSESSMENT: Students take part in a class critiques at midterm and during finals week. Students are assessed for their ability to identify and articulate issues of form technique, and content in the work of their peers. They also</p>	<p>06/18/2013 - Success criterion met as 83% (5 out of 6) students did a good or excellent job in critiquing artwork, articulating issues of form and content.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	<p>06/18/2013 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Art - CAN ART 304 - GALLERY DESIGN AND MANAGEMENT - Design and install exhibits. - SLO 3. Students design and install exhibits through the use of specific tools and methods. (Created By CAN Dept - Art)	<p>respond to their peers critiquing their work. A holistic rubric is used in assessment, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> SUCCESS: 75% of students achieving a good or excellent score.</p>	<p>2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_Sp'13 reporting form.docx</a></p> <p>01/10/2012 - Success criterion met as 100% (2 out of 2) students did a good or excellent job in critiquing artwork, articulating issues of form and content.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_F11 reporting form.docx</a></p>	<p>04/02/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
		<p><b>Assessment Method:</b> Assessment of SLO 3: Evaluation of students' participation in the design, preparation, and installation of campus gallery exhibitions, and publicity materials for each exhibit. (1 is needs much work, 2 is adequate skills and participation, 3 is good skills and participation, 4 is excellent skills and participation)</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 80% of students have good or excellent skills and participation.</p>	<p>06/10/2011 - 83% of students had good or excellent skills and participation for design &amp; curating of exhibits.</p> <p>83% of students had good or excellent skills and participation for preparation and installation of exhibits.</p> <p>100% of students had good or excellent skills and participation for publicity for exhibits.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART304_SLO3_data_sp11</a></p>	<p>06/10/2011 - No action needed.</p>

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<p>Demonstrate creative process; apply critical thinking in the creative process. Use the language of the discipline; demonstrate command of critical vocabulary</p>	<p>CAN Dept - Art - CAN ART 100 - Art of the Western World</p> <ul style="list-style-type: none"> <li>- terminology - Define the terminology of art within the scope of the course.</li> </ul> <p>(Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Pretest and Posttest matching terms and definitions.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.</p>	<p>05/29/2009 - Students were given a Pretest to examine their understanding of the terms of art at the beginning of the term. They were given the same test at the end of the term. The scores were as follows:</p> <p>(25 students)</p> <table> <tr><td>PRETEST</td><td></td></tr> <tr><td>POSTTEST</td><td></td></tr> </table> <p>(Percent of correct answers) (# of students) (Percent of correct answers) (# of students)</p> <table> <tr><td>100%</td><td>0</td><td>100%</td><td>5</td></tr> <tr><td>90%</td><td>0</td><td>90%</td><td>8</td></tr> <tr><td>80%</td><td>3</td><td>80%</td><td>7</td></tr> <tr><td>70%</td><td>2</td><td>70%</td><td>3</td></tr> <tr><td>60%</td><td>1</td><td>60%</td><td>1</td></tr> <tr><td>50%</td><td>5</td><td>50%</td><td>1</td></tr> <tr><td>40%</td><td>6</td><td>40%</td><td>0</td></tr> <tr><td>30%</td><td>4</td><td>30%</td><td>0</td></tr> <tr><td>20%</td><td>2</td><td>20%</td><td>0</td></tr> <tr><td>10%</td><td>2</td><td>10%</td><td>0</td></tr> </table> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	PRETEST		POSTTEST		100%	0	100%	5	90%	0	90%	8	80%	3	80%	7	70%	2	70%	3	60%	1	60%	1	50%	5	50%	1	40%	6	40%	0	30%	4	30%	0	20%	2	20%	0	10%	2	10%	0	
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	CAN Dept - Art - CAN ART 101 - History of Art I - terminology - Define the terminology of art within the scope of the course (Created By CAN Dept - Art)	<b>Assessment Method:</b> multiple choice test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> increase average or median test score by 30%	01/09/2013 - average score increased by 50% <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	
		<b>Related Documents:</b> <a href="#">ART 101 SLO Pretest.docx</a>	06/08/2012 - improvement rate of 59%. Lower than previous terms, probably to a larger enrollement and an influx of a wider range of student preparation. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
			12/12/2011 - The test results improved by 64%. Several students used a tutor, so this is a promising trend. A seperate evaluation of tutored students would be an interesting question to pursue. This result confirms expectations that the material in ART 101 is less familiar, thus allowing more room for improvement, than 102 or 103. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012	
			06/10/2011 - Scores impoved by 66%. This is an improvement on last year's improvement, probably due to assessing student's notetaking skills and mandating a remedial workshop on notetaking. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011	

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			<p>12/10/2010 - average increased by 62% (from 2.45 to 6.5 number of correct answers)</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>06/15/2010 - raised median score by 40%</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
	<p>CAN Dept - Art - CAN ART 102 - History of Art II</p> <p>- terminology - Define the terminology of art within the scope of the course</p> <p>(Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> multiple choice</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> median score is increased by 30%</p>	<p>06/08/2012 - improvement rate of 56%. Lower than previous terms, probably to a larger enrollement and an influx of a wider range of student preparation.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>12/12/2011 - Test results increased 58%. No evidence that students took advantage of available tutors. This result confirms expectations that the material in ART 101 is less familiar, thus allowing more room for improvement, than 102 or 103.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>06/10/2011 - scores improved by 62%. Students created study guides that were submitted for evaluation.</p> <p><b>Result Type:</b></p>	

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			<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>12/10/2010 - average increased by 65%. Students seemed to start at a higher level in this course.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	
			<p>06/15/2010 - median score increased by over 40%</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
	<p>CAN Dept - Art - CAN ART 103 - History of Art III - terminology - Define the terminology of art within the scope of the course (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> multiple choice</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 70% of students score 70% or above</p>		
		<p><b>Assessment Method:</b> multiple choice</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 30% improvement in average score</p>	<p>01/09/2013 - 70% improvement in average score</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>06/08/2012 - improvement rate of 49%. Lower than previous terms, probably to a larger enrollement and an influx of a wider range of student preparation.</p>	

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			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/12/2011 - Test score improved by 48%. This result confirms expectations that the material in ART 101 is less familiar, thus allowing more room for improvement, than 102 or 103.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>
			<p>06/10/2011 - 47% improvement in average score. Students start with greater familiarity with the material. (First use of this assessment method.)</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	

CAN Dept - Art - CAN ART 104 - Art of the 20th Century - terminology - Define the terminology of art within the scope of the course (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> multiple choice</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.</p> <p><b>Related Documents:</b> <a href="#">ART104.doc</a></p>
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CAN Dept - Art - CAN ART 201 - Form and Composition I - Still-life - SLO 1: Students compose a
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SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>still-life drawing from observation, using perspective and shading, and effectively employing principles of design. (Created By CAN Dept - Art)</p> <p><b>Assessment Method:</b> Students will create a series of 3-5 still-life drawing projects and 1 still-life painting that will be evaluated using a holistic rubric.</p> <p>Still life compositions include various objects. The perspective must show that all are correctly seen from the same vantage point. Value and shading are used to describe light and 3-dimensional space. The design effectively uses space division, as well as negative and positive space. These three areas are evaluated as being 1) excellent, 2) good, 3) shows some understanding but needs work, 4) does not understand the concept.</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> Success is having 75% of students scoring a 3 or 4 in all three areas.</p>	<p>06/17/2013 - RESULTS: Criterion met in 2 areas, not in shading.</p> <p>85% of students were successful using perspective in their projects.</p> <p>69% of students were successful in applying shading and</p> <p>85% of students were successful in the use of design principles when creating a still life from life.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 201 -SLO#1_Sp'13 REPORTING FORM.doc</a></p>	<p>06/17/2013 - Will wait and see. Some students were absent when we were working on shading. I will look at the syllabus and see if it is possible to add another day of shading in schedule.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>08/13/2012 - Criterion met. 79% - 89% percent of students were successful.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 201 ?SLO#1_Sp'12 REPORTING FORM.doc</a></p>	<p>08/13/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p> <p><b>Follow-Up:</b> 08/13/2012 - Will be assessed next spring.</p>
			<p>04/09/2011 - 72% rate on average.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 201 F'10 SLO 1 data</a></p>	<p>06/04/2011 - This is the first project of the semester and students continue to address these issues til the end of the semester. The next time this is assessed the final project (still life painting) will also be considered to see the progress students have made.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p> <p><b>Follow-Up:</b> 04/01/2012 - Will assess in Fall 2012.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Art - CAN ART 201 - Form and Composition I</p> <p>- Use of materials - Students demonstrate skill and craftsmanship with various tools and materials, including charcoal drawing techniques and the mixing and application of paints (acrylic and/or oil) . (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> : A holistic rubric is used to evaluate drawing and painting projects including clarity of marks, ability to control tonality using charcoal and graphite, clarity of paint application, and tonal control of painting media.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students rating a "3/good" or "4/excellent" using a holistic rubric.</p>	<p>06/20/2014 - : 90% of students complete work that rates a good or excellent in applying the basic concepts and techniques to establish drawings using a variety of media.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART201_SLO 2_data_Sp14.docx</a></p>	<p>06/20/2014 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
		<p>03/03/2013 - Over 70% of students succeeded in the use and handling of the drawing media. Over 90% of students succeeded in use and handling of painting media. This reflects that the painting projects were long term and the students had the opportunity to rework more than</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART201_SLO 2_data_F'12.docx</a></p>		<p>03/03/2013 - I am currently shortening the time spent on the painting projects in order to allow more time for the drawing projects, which are sometimes rushed. The Painting projects will be shortened by using a smaller format for the works.</p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>
		<p>03/30/2012 - Results: 84% of students received a 3 or better for the use of drawing media. 89% of students received a 3 or better for use of the painting media.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b></p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><a href="#">ART 207slo2data_F11.docx</a></p> <p>06/05/2011 - : Success criterion was met with 89% success rate for the use of drawing media and 78% success rate for painting media. The fact that the use of oil painting media is much more complicated than the use of graphite or charcoal explains the differences in results. Spring 2011</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 201 S'11 data, slo 2</a></p>	<p>06/05/2011 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 204 - Drawing I</p> <p>- SLO 2: Drawing analysis - SLO 2: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> In class critiques and/or written essays, students will analyze individual drawings of their peers, of their own, or by contemporary and/or past masters. A holistic rubric is used to evaluate the student's success in identifying drawing techniques as well as formal concepts of two-dimensional art.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students evaluated as having done a "good" or "excellent" job of analyzing the artwork.</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p>	<p>12/31/2012 - Yes - 100% of students were evaluated as good or excellent.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 204-F2012- SLO 2 data</a> <a href="#">MillerBowen.doc</a></p> <p>06/10/2011 - 92% of students evaluated as "good" or "excellent"</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p> <p>06/21/2010 - Almost all students were very successful in critical analysis by the end of the semester, as I spent more time and emphasis on critiques this year.</p>	<p>06/10/2011 - None needed</p> <p><b>Action Plan Category:</b></p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	Other
CAN Dept - Art - CAN ART 204 - Drawing I - Illusion of depth - Students create the illusion of depth in a drawing using perspective, overlap, and value. (Created By CAN Dept - Art)		<p><b>Assessment Method:</b> Students submit a portfolio of completed work including perspective drawings, value studies, and contour line drawings that address the illusion of depth. A holistic rubric is used to evaluate the portfolio.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students complete work that rates a good or excellent in creating the illusion of depth in a drawing.</p> <p><b>Related Documents:</b> <a href="#">ART 204 slo</a></p>	<p>01/10/2014 - 89% of students completed work which rated good or excellent in creating the illusion of depth in a drawing and 71% of students completed work that was rated excellent.</p> <p>More time was spent on perspective this semester which seemed to help quite a bit.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART_204_data SLO#1 f2013.doc</a></p>	06/08/2014 - No action needed
				<p><b>Action Plan Category:</b> Other</p>
			<p>06/09/2012 - Success Criterion have been met.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 204-SP2012- SLO 1 data.doc</a></p>	06/10/2012 - No action needed.
			<p>06/21/2010 - By the end of the semester, most students were successful in nearly all of the SLOs. There was an improvement in the perspective results from last year, as I spent more time on this in the curriculum.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>	<p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2009 - 2010 <b>Related Documents:</b> <a href="#">ART 204 slo</a>	
	CAN Dept - Art - CAN ART 204 - Drawing I - Drawing techniques and materials - Students exhibit skill in the use and technique of various drawing media including charcoal, graphite, and pen & ink. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> Students submit a portfolio of completed drawing projects which are evaluated, among other areas, for technique and skill in the use the drawing media. A holistic rubric us used to evaluate this area.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.</p> <p><b>Related Documents:</b> <a href="#">ART 204 slo</a></p>	06/18/2013 - Criterion met. 83% of students (20 of 24) assessed a 3 or 4. These results are from combining data from 2 sections. Action Plan: -no action needed at this time.	06/18/2013 - No action needed. <b>Action Plan Category:</b> Other
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 204slo3_data_form.doc</a></p>	
			04/17/2012 - Criterion met. Using grades, 97% of students received a "C" or better.	04/17/2012 - No action needed. <b>Action Plan Category:</b> Other
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			06/21/2010 - By the end of the semester, 01/03/2011 - I will think about adding another assignment that uses graphite as all of the SLOs. I will think about adding another assignment that uses graphite as material than the other materials. fewer students were proficient in this material than the other materials.	
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<b>Action Plan Category:</b> Revise course syllabus or outline

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Art - CAN ART 205 - Drawing II</p> <p>- 1. Drawing Techniques - Effectively apply the techniques of hatching, shading, wash drawing, and contour line drawing. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b>  <b>ASSESSMENT:</b> Portfolio. Students complete various projects that focus on different techniques. A holistic rubric is used to assess the success in this area for each project.</p> <p><b>Assessment Method Category:</b>  Portfolio</p> <p><b>Success Criterion:</b>  75% of students doing good or excellent in assessing the competency.</p>	<p>06/05/2012 - Overall there was an 86% success rate. In one area, hatching (primarily with pen and ink) we were short of the success rate with 71% successful.</p> <p><b>Result Type:</b>  Inconclusive</p> <p><b>Reporting Cycle:</b>  2011 - 2012</p> <p><b>Related Documents:</b>  <a href="#">ART 205 slo1</a></p>	<p>07/07/2012 - Overall there was an 86% success rate. In one area, hatching (primarily with pen and ink) we were short of the success rate. Much as I expected, this was the most difficult technique. 71% is not really unsuccessful in that regard. We also worked on this technique early in the semester.</p> <p><b>ACTION PLAN:</b>  I could move hatching to a later part of the semester, after the students have had more shading.</p>
	<p>CAN Dept - Art - CAN ART 205 - Drawing II</p> <p>- 3. Employ diverse drawing media - SLO 3. Skillfully employ a range of diverse drawing media and tools, both wet and dry. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b>  <b>ASSESSMENT:</b> Portfolio. Students complete various projects that focus on the use of different drawing media. A holistic rubric is used to assess the success in this area as part of the student's final grade.</p> <p><b>Assessment Method Category:</b>  Portfolio</p> <p><b>Success Criterion:</b>  Success: 75% of students doing good or excellent in assessing the competency.</p>		<p><b>Action Plan Category:</b>  Revise course syllabus or outline</p>
	<p>CAN Dept - Art - CAN ART 205 - Drawing II</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<ul style="list-style-type: none"> <li>- 4. Analyze and critique the work of others. - Analyze and critique the drawings of others, identifying the elements of form and technique that contribute to the expressive content of the work. (Created By CAN Dept - Art)</li> </ul>	<p><b>Assessment Method:</b>            Students critique the work of their peers in formal class critiques, and the works of old and contemporary masters in short written critiques. The work is analyzed for both formal and expressive content. A holistic rubric is used for the verbal class critique, while grades will be used to directly assess the written work. An understanding of technique, of formal art elements and concepts, and of the expressive content of the work is rated by the professor.</p> <p><b>Assessment Method Category:</b>            Presentation/Performance</p> <p><b>Success Criterion:</b>            75% of students receiving a B or A, good or excellent, in the assessment.</p>		
	CAN Dept - Art - CAN ART 206 - Figure Drawing/Portraiture <ul style="list-style-type: none"> <li>- Anatomy, 3D drawing, &amp; composition</li> <li>- Students execute drawings of the human figure from the live model that demonstrate a basic understanding of structural anatomy , three dimensional drawing concepts, and composition.</li> </ul> (Created By CAN Dept - Art)	<p><b>Assessment Method:</b>            Students submit a portfolio of drawings done from the live model. A holistic rubric is used to evaluate the level of competency in describing structural anatomy, the use of three dimensional drawing concepts, and composing the figure on the page.</p> <p><b>Assessment Method Category:</b>            Portfolio</p> <p><b>Success Criterion:</b>            70% of students achieve success, achieving a level of 3 or 4 (good or excellent) using the attached rubric.</p>	06/18/2013 - Criterion met. Students did particularly well with composition. Three dimensional concepts were more difficult, especially for students with the least formal training. A strong group overall. Composition: 100% rated a 3 or 4 Anatomical Structure: 87.5% rated a 3 or 4. 3D Concepts: 75% rated a 3 or 4.  No action needed at this time.	06/18/2013 - No action needed. Continue to do same as it worked great.  <p><b>Action Plan Category:</b>            Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>04/10/2011 - Overall 92% of students were successful in achieving the stated outcome. The class worked at a high level, as students were generally well motivated and prepared</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 207 F'10, SLO 1 data</a></p>	<p>04/10/2011 - No action needed</p> <p><b>Action Plan Category:</b> Other</p>
	CAN Dept - Art - CAN ART 206 - Figure Drawing/Portraiture	<p><b>Assessment Method:</b> Students submit a portfolio or drawings at the end of term. A holistic rubric is used to assess the skill level in handling and use of media in this body of work.</p> <p>1. Needs much work; 2. Lacking in more than one area; 3. competence in most areas of technique; 4. Excellent use of media.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students demonstrate competence in basic handling of media</p> <p><b>Related Documents:</b> <a href="#">ART 206 SLO 2 data, Sp'10</a></p>	<p>08/16/2010 - 90% of the students demonstrated a basic competence in the use of drawing media, with over 60% performing at a level of excellence.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>08/14/2010 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	CAN Dept - Art - CAN ART 207 - Life Drawing	<p><b>Assessment Method:</b> Students submit a portfolio of drawings done from the live model. A holistic rubric is used to evaluate the level of competency in depicting mass, structural anatomy and human proportion. A score of 4 for "excellent", 3 for "good but needs work", 2 for "satisfactory in some</p>	<p>01/05/2014 - Seventeen students submitted portfolios which were assessed in these three areas.</p> <p>Basic Anatomical Structure: 82% success rate</p> <p>3D Drawing Concepts: 82% success rate</p> <p>Composition: 70% success rate</p> <p>Success criterion was met in all areas.</p>	<p>01/05/2014 - Have students use a bounding box on smaller drawings as a way to keep them working on composition.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>areas but generally needing improvement", 1 for "general lack of understanding and competency"</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 75% of students receiving a score of 3 or 4.</p> <p><b>Related Documents:</b> <a href="#">ART 207 F'10, SLO 1 data</a></p>	<p>Composition was the weakest area. This is always difficult for these students. this semester we did more work with graphite, meaning they could work smaller and hence had less practice at filling the page. Next time I will have them drawing a bounding box to define the picture boundaries.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 207 SLO 1 Data sheet.docx</a> <a href="#">ART 207 SLO 1 Data sheet.docx</a></p>	
		<p>04/16/2011 - An overall 92% success rate. This group of students produced work of a high level. Most were extremely motivated and attended class regularly.</p>	<p>04/16/2011 - An overall 92% success rate. This group of students produced work of a high level. Most were extremely motivated and attended class regularly.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 207 F'10, SLO 1 data</a></p>	<p>06/05/2011 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 207 - Life Drawing - 207 use of media. - Students demonstrate competence in the handling and use of drawing media. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students submit a portfolio or drawings at the end of term. A holistic rubric is used to assess the skill level in handling and use of media in this body of work. A score of 4 for "excellent", 3 for "good but needs work", 2 for "satisfactory in some areas but generally needing improvement", 1 for "general lack of understanding and competency"</p> <p><b>Assessment Method Category:</b></p>	<p>06/11/2014 - 70% of the students rated a "good" or "excellent". 30% (3) rated a "2" (satisfactory in some areas but generally needing improvement).</p> <p>Students worked in various types of charcoal as well as graphite. They seemed to struggle with the use of compressed charcoal, especially when shading. Most were very competent using graphite as they were generally</p>	<p>06/11/2014 - I will need to give more demonstrations and lessons in the use of media, particularly charcoal and shading with compressed charcoal. These should be repeated and broken down step by step.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Portfolio</p> <p><b>Success Criterion:</b> 75% of students receiving a score of 3 or 4.</p>	<p>more experienced using that as a medium. There has been less of an emphasis on charcoal than in the past, as many of the students are animation majors, who do not really need to use charcoal.</p> <p><b>Result Type:</b> Criterion not met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 207sp14-slo2.docx</a></p>	<p>03/30/2012 - 76% (16 out of 21) of students received a score of 3 or better. 4 students received a score of 2 (a grade of C in this area) and one student stopped coming to class, did not submit a portfolio and therefore failed the course. While this may not seem like a great result, in fact it was what was expected considering the students in this course. Those that did not succeed were either not up to the level or did not attend class consistently. No actions are required.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 207slo2data_F11.docx</a></p>
	<p>CAN Dept - Art - CAN ART 207 - Life Drawing</p> <p>- 207 Steps in developing drawing. - Students analyze the live model's pose and execute a drawing from life using a series of logical steps and appropriate procedures. (Created By CAN Dept -</p>	<p><b>Assessment Method:</b> Students submit a portfolio or drawings at the end of term. A holistic rubric is used to assess the skill level applying the techniques and procedures presented by the instructor. A score of 4 for "excellent", 3 for "good but needs</p>	<p>03/03/2013 - 78% of students performed "Good" or "Excellent" work in this area.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>Art)</p> <p>work", 2 for "satisfactory in some areas but generally needing improvement", 1 for "genera lack of understanding and competency"</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 75% of students receiving a score of 3 or 4.</p> <p><b>Related Documents:</b> <a href="#">ART 207_F'10, SLO 1 data</a></p>		<p><b>Related Documents:</b> <a href="#">ART 207_F'12_slo3.docx</a></p>	
	<p>CAN Dept - Art - CAN ART 210 - Drawing for Animation - Drawing Skills - Employ drawing skills and drawing concepts that are key to the animation process including composition, the use of light and dark, human and animal artistic anatomy, and the depiction of landscape. (Created By CAN Dept - Art)</p> <p><b>Assessment Method:</b> Students will complete 2-3 drawings that reflect the ability to depict the following:</p> <ul style="list-style-type: none"> <li>• Principles of composition</li> <li>• Perspective</li> <li>• light and shadow of three-dimensional objects</li> <li>• basic human and/or animal shapes</li> <li>• model turn-arounds of at least 2 objects that demonstrates changes in camera position while maintaining form constancy</li> </ul> <p>Drawings will be assessed for the above using a holistic rubric, where a score of 4 is excellent and 1 is poor.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students receiving a score of 3 or 4.</p>			

CAN Dept - Art - CAN ART 210 -  
Drawing for Animation - Concepts of

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>Animation - demonstrate understanding of concepts key to the animation process including character design, storyboarding, and storytelling (plot, theme, story structure. (Created By CAN Dept - Art)</p> <p><b>Assessment Method:</b> Students will complete 10-15 rough drawings that will form the first steps of creating the framework for an animated project. These will be assessed (graded) for the following:</p> <ul style="list-style-type: none"> <li>• original character designs, key poses, expression sheets</li> <li>• model turn-arounds of at least 2 characters that demonstrate changes in camera position while maintaining form constancy</li> <li>• rough sequential actions/storyboard segments</li> <li>• script outline of a narrative appropriate for animation</li> </ul> <p><b>Assessment Method Category:</b> Portfolio</p> <hr/>			
	<p>CAN Dept - Art - CAN ART 210 - Drawing for Animation - Create animation project - apply skills and conceptual knowledge of the animation process in order to create and develop an original animation project from preproduction through to finished storyboards (Created By CAN Dept - Art)</p> <p><b>Assessment Method:</b> Assessment: Production booklet (to be evaluated using a holistic rubric) of all work done to create an animated story including:</p> <ul style="list-style-type: none"> <li>• Finished original character designs with key poses and expression sheets</li> <li>• Complete script outline</li> <li>• Story board that follows outline and illustrates acting/narrative</li> </ul> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <hr/>			
	<p>CAN Dept - Art - CAN ART 214 - Color - Materials and methods - Students</p>			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>demonstrate skill and craftsmanship with various tools and materials, and methods, including acrylic paint techniques, color mixing and application, and collage techniques. (Created By CAN Dept - Art)</p> <p><b>Assessment Method:</b> Students submit a portfolio of work including exercises and designs that are created using various tools, materials, and methods including acrylic paint and collage techniques. A holistic rubric is used to evaluate the portfolio.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students will successfully complete course with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">ART 214 Data SLO 1 and 2.doc</a></p>	<p><b>Assessment Method:</b> Students submit a portfolio of work including exercises and designs that are created using various tools, materials, and methods including acrylic paint and collage techniques. A holistic rubric is used to evaluate the portfolio.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students will successfully complete course with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">ART 214 Data SLO 1 and 2.doc</a></p>	<p>01/16/2012 - 92% of students successfully completed the course with a grade of C or better. 79 % of Students successfully completed the course with a grade of B or better 66 % of students completed the course with a grade of A or better. 100% of students received a C average or better on major painting projects. 88% of students received a C or better on collage projects.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>03/25/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p> <p><b>Follow-Up:</b> 03/25/2012 - Fall of 2012 this class will be taught by a different teacher. While the outcomes and content will be unchanged, the new instructor will have their own syllabus, exercises, and assignments.</p>

<p>CAN Dept - Art - CAN ART 214 - Color - Color studies and designs - Students submit a portfolio of work including a color wheel, color value and saturation studies, and designs, which utilize spatial characteristics of color, color harmonies, and color interaction. A holistic rubric is used to evaluate the portfolio. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students submit a portfolio of work including a color wheel, color value and saturation studies, and designs, which utilize spatial characteristics of color, color harmonies, and color interaction. A holistic rubric is used to evaluate the portfolio.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students will successfully complete course with a grade of C or better.</p> <p><b>Related Documents:</b> <a href="#">ART 214 Data SLO 1 and 2.doc</a></p>	<p>01/08/2011 - (0 is Unacceptable Work, 4 is Outstanding Work)</p> <p>4 Outstanding Work: Thoughtful, complete, extremely well crafted, shows complete comprehension of concepts, creative, exploring, expressive, and goes well beyond minimum requirements.</p> <p>3 Above Average Work: Thoughtful, complete, well crafted, shows comprehension of concepts, creative.</p> <p>2 Average Work: Complete and shows adequate comprehension of concepts, adequate craftsmanship, average creativity.</p> <p>1 Needs Improvement: Incomplete, craftsmanship needs improvement, below average creativity, inadequate comprehension of concepts.</p> <p>0 Unacceptable Work: Not complete, thoughtful or well crafted. Does not show comprehension of concepts.</p> <p>Rating of Each Area</p>
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0 1 2 3 4

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Hue 3 0 1 8 6 Value 1 1 3 3 10 Saturation 1 0 0 6 11 Color Harmonies 0 1 1 6 10 Color Interaction 0 1 1 9 7 Color in Design 0 0 3 8 7 Color Constancy 0 0 1 8 9	
			<b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011	
	CAN Dept - Art - CAN ART 214 - Color - Analysis of color usage - Students are able to examine and analyze examples of color usage by artists and designers. (Created By CAN Dept - Art)	<b>Assessment Method:</b> Students submit a portfolio of work including examples and analysis of artists and designers use of color. <b>Assessment Method Category:</b> Project <b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better. <b>Related Documents:</b> <a href="#">ART 214 Color SLO Assessment</a>	12/30/2012 - Criteria Met <b>FINAL GRADES:</b> 22% < C 78% C or > 30% = Exceptional  <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013	
	CAN Dept - Art - CAN ART 221 - Painting I - 221 Traditional Painting approach - Students execute a painting from the life using a traditional representational	<b>Assessment Method:</b> Students execute 2-4 completed still life paintings, each of which utilizes a traditional approach that was	12/30/2012 - 78% of students were successful. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013  <b>Related Documents:</b> <a href="#">ART 214 Color SLO Assessment</a>	08/13/2012 - Results: Criterion met. 81% - 92% of students did work that was good or excellent in the areas identified above. The still life was the major
				08/13/2012 - No action needed. <b>Action Plan Category:</b>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>approach. (Created By CAN Dept - Art)</p> <p>demonstrated by the instructor. These are evaluated on technique, drawing, composition, color and representation using a holistic rubric.</p> <p>A score of 4 for "excellent", 3 for "good but needs work", 2 for "satisfactory in some areas but generally needing improvement", 1 for "genera lack of understanding and competency"</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> 75% of students receiving a score of 3 or 4.</p> <p><b>Related Documents:</b> <a href="#">ART 221 - SLO data-F'10</a></p>	<p>project in the first half of the course where the basic technique of painting was taught with a series of projects.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 221- SLO_1_Sp'12data sheet.docx</a></p>	<p>Other</p>	
	<p>CAN Dept - Art - CAN ART 221 - Painting I</p> <p>- 221 Painting materials. - Students use painting materials in a manner that is appropriate to the expression or concept of the desired work (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> The final project is a painting in which students choose their own subject and approach. Use of painting materials is evaluated using a holistic approach. 4) Use of materials is sound, aesthetically pleasing and appropriate for the subject being conveyed. 3) Skill and care in use of materials is evident but shows lack of imagination and confidence. 2) Technique used does not further the expression in the work or and skill level</p>	<p>04/10/2011 - Fall 2010. In three areas students did not meet the criterion, with 62% success rate in technique, drawing, and representation. In the other 2 areas, composition and color, 87% met the criterion.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 221 - SLO data-F'10</a></p> <p><b>Action Plan Category:</b> Revise course syllabus or outline</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>is uneven. 1) General lack of knowledge, skill, and care as to application of technique.</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> 70% of students receiving a score of 3 or 4.</p> <p><b>Related Documents:</b> <a href="#">ART 221 SLO 2 data,SP'11</a></p>	<p>medium for expressive purposes. Several definitely benefited from the abstract painting and allowed themselves to experiment with paint handling and application.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 221_Sp'13_slo#2_data.docx</a></p>	<p>06/04/2011 - 87% of students were successful.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 221 SLO 2 data,SP'11</a></p>
	CAN Dept - Art - CAN ART 221 - Painting I - 221 Analyze and Critique Paintings - Students critique their own work and that of others, identifying basic concepts of form and content. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> The final meeting consists of a group critique where students critique their work from the second half of the semester. Each student is also required to critique the work of another student. Students receive a letter grade for their performance.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% percent of students receiving a grade of B or better.</p>	<p>06/09/2014 - Out of 10 students, 9 or 90% received a grade of B or better for the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 221_Sp'14_slo3.docx</a></p>	<p>06/09/2014 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>01/21/2013 - Out of 18 students, 16 or 89% received a grade of B or better for</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 221 Fall 2012 slo.docx</a></p>	<p>01/21/2013 - With this much success, the amount of vocabulary that students are expected to understand can be expanded. We will continue to make vocabulary of art terms a topic, and expand on the amount of time we spend on this and also on art concepts related to painting.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 222 - Painting II</p> <p>- 1. Examine complex formal problems -</p> <p>SLO 1: Paint at a level that examines complex problems of shape, value, color, line, proportion, and abstraction.</p> <p>(Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> ASSESSMENT: Students turn in a portfolio at the end of the semester. Progress and overall success is assessed using a holistic rubric, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> SUCCESS: 75% of students achieving a good or excellent score.</p> <p><b>Related Documents:</b> <a href="#">ART 222 SLO 1 data</a></p>	<p>03/07/2014 - . 3 or the 4 students (75%) created work that was good or excellent.</p> <p>A small sample but there was one student who created excellent work that addressed all the problems of form assigned. A second student was almost at that level, and the third student just a little behind. The fourth student had more difficulty in some areas, primarily because she did not have the degree of background that the other students had. At the same time, she made big strides in her work and applied herself assiduously</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Related Documents:</b> <a href="#">ART 222-FALL 13 SLO#1 data.docx</a></p>	<p>04/06/2014 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p> <p>03/07/2014 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
			<p>08/13/2012 - Criterion met.</p> <p>Only 1 of 6 students was not successful</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in this area.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 221- SLO_1_Sp'12data sheet.docx</a></p>	<p>08/13/2012 - Keep this as one slo but divide it into 4 areas so that assessment is not so general.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>06/04/2011 - 85% of students were successful.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 222 SLO 1 data</a></p>	<p>06/04/2011 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 222 - Painting II</p> <p>- 2. Master's ideas as point of departure.</p> <p>- SLO2: Utilize the ideas of old and modern masters, as well as major contemporary artists, as a point of departure for personalizing their own painting. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b></p> <p>2: Students work with the instructor when developing ideas for their painting projects, including initial ideas and from which the work will develop.</p> <p>Assessment is over the term or it can be from a single work. Factors in assessing include how well the student articulates and understands the ideas from which they are working, the degree to which they utilize and expand on these ideas, and the degree to which they are able to personalize these concepts.</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> SUCCESS: 75% of students achieving a good or excellent score.</p>	<p>06/22/2014 - Only of the two students in ART 222 worked on this assignment. Looking at Seurat and Chuck Close who use the concept of creating an image using small marks all of the same size, a variation on pointillism. This student received a 'B' on the assignment, though she struggled with it. This project relies on a close study of tonality and shading, which was her weak point to begin with.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>06/22/2014 - This particular project will be used more in the future, but perhaps on a smaller format. Will also look for other projects that relate to this slo.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>03/10/2013 - Each student completed a painting in which they used the work of a master of painting (in this case Monet, Rubens and Chardin), or an art historical style (in this case Impressionism, Expressionism and Abstract</p>	<p>03/10/2013 - While six students is a small sample, the next time I do a project like this, I will probably emphasize the historical style or movement, over the work of the individual, so that students will be less</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Expressionism), as a basis for exploring painting concepts. They could choose certain aspects of the work to explore or, they could try to take on that style in their own way. The idea being to explore dimensions of painting that interest them but are new at the same time, thus expanding on their knowledge and practice.</p> <p><b>Results:</b>  In general, those students who chose a style as opposed to an individual artist seemed to do better. However, it is difficult to draw any conclusions from this, as these were also the students that had a better grasp of the art of painting in the first place. But perhaps by thinking more about the concept, rather than about an individual's style, they were more comfortable and painted with more freedom. Those who were studying the work of an individual artist would tend to lose track of just what concepts they set out to work with.</p> <p>While six students is a small sample, the next time I do a project like this, I will probably emphasize the historical style or movement, over the work of the individual, so that students will be less concerned with a look and more involved with the concepts.</p> <p>Data in rubric show that 2 areas looked at had an 83% success rate, and the other area had 67% success rate.</p> <p><b>Result Type:</b>  Inconclusive</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">ART 222slo F'12 data.docx</a></p>	<p>concerned with a look and more involved with the concepts.</p> <p><b>Action Plan Category:</b>  Use New or Revised Teaching methods</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Art - CAN ART 222 - Painting II</p> <p>- 3. Critique - SLO3: Critique the work of others while also accepting the suggestions of their peers. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b>  <b>ASSESSMENT:</b> Students take part in a class critiques at midterm and during finals week. Students are assessed for their ability to identify and articulate issues of form technique, and content in the work of their peers. They also respond to their peers critiquing their work. A holistic rubric is used in assessment, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.</p> <p><b>Assessment Method Category:</b>  Presentation/Performance</p> <p><b>Success Criterion:</b>  <b>SUCCESS:</b> 75% of students achieving a good or excellent score.</p>	<p>06/18/2013 - Success criterion met as 83% (5 out of 6) students did a good or excellent job in critiquing artwork, articulating issues of form and content.</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">ART 222 slo#3_Sp'13 reporting form.docx</a></p>	<p>06/18/2013 - No action needed.</p> <p><b>Action Plan Category:</b>  Other</p> <p>04/02/2012 - No action needed.</p> <p><b>Action Plan Category:</b>  Other</p>
	<p>CAN Dept - Art - CAN ART 229 - Landscape Painting</p> <p>- 229 composition, color, illusion of space - Students learn to create paintings in the landscape that show competence in the use of composition, the illusion of three-dimensional space, and the creation color and light. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b>  Students submit a portfolio of completed work at the end of the term. A holistic rubric is used to evaluate progress in the use of 2D composition or design, the use of color as it pertains to composition and light, and in creating the illusion of three dimensional space.  (1 is needs much work, 4 is an excellent job)</p> <p><b>Assessment Method Category:</b></p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Portfolio</p> <p><b>Success Criterion:</b> 75% of students receiving a score of 3 or 4.</p> <p><b>Related Documents:</b> <a href="#">ART 229, 2010 SLO#2 data</a></p>		
		<p><b>Assessment Method:</b> Students submit a portfolio of completed work at the end of the term. A holistic rubric is used to evaluate progress in the use of 2D composition or design, the use of color as it pertains to composition and light, and in creating the illusion of three dimensional space. (1 is needs much work, 4 is an excellent job)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 80% of students scoring a "good" (3) or "excellent" (4).</p>	<p>08/08/2010 - Student work was evaluated in these three areas. In each area 86.7% of students scored excellent or good. The remaining 13.3% percent scored a "2", (needs some work) in all three areas.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>	<p>06/03/2011 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	CAN Dept - Art - CAN ART 229 - Landscape Painting - 229 personal interpretation - Students learn to paint directly from nature and to interpret the landscape in a manner that is personal and that demonstrates a feeling for the subject and the medium. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> Students are encouraged to be resourceful, creative, and exploratory in formulating a visual response to the landscape. The teacher's demonstrations are a starting point from which they can take and use what they choose. This can be evidenced by several formal qualities including the composition, paint application, use of color, use of mark-making, as well as uniqueness of vision. The degree to which this is successful is assessed from the work submitted in the final portfolio.</p>	<p>08/31/2012 - 87% of students were successful. In fact, 71% rated "excellent". This was for Summer of 2011 class. (Not sure what cycle that is in.)</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 229 S'11_SLO#3.docx</a></p>	<p>04/02/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>(1 is needs much work, 4 is an excellent job)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 70% of students receiving a score of 3 or 4.</p>		
	CAN Dept - Art - CAN ART 301 - Design - 301.3. Use of media. - SLO # 3 - Students exhibit skill in the use of oil pastel, collage, and acrylic paint. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> Assessment: Students submit work including projects executed in various media. Each project is individually graded, with part of that grade being for use of media. A holistic rubric is used to evaluate the students overall performance in the use of media. (1 is needs much work, 4 is an excellent job)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 75% of students placing a 3 or 4 using the rubric.</p>	<p>06/07/2011 - 90% successful</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">art301 slo spr11</a></p>	<p>06/07/2011 - no action needed</p> <p><b>Action Plan Category:</b> Other</p>
	CAN Dept - Art - CAN ART 301 - Design - ART 301 Art Elements - Students create two-dimensional designs that demonstrate an understanding of the art elements (line, shape, texture, color, space, and the major principles of design. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> : Students submit a portfolio of work including designs, which apply the use of the art elements and principles of design. A holistic rubric is used to evaluate the portfolio. (1 is needs much work, 2 is satisfactory but definite room for improvement, 3 is good work, showing understanding of elements and principles, 4 is an excellent job)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b></p>	<p>06/12/2013 - Students completed 7 in-class Visual Assignments practicing elements and principles of design (15% of Grade), 5 more in-depth Visual Projects demonstrating the understandings of the elements and principles (35% of grade) and a final Capstone project (20% of Grade). They are required to participate in objective critiques to describe their work and the work of their peers in the formal terms of the elements and principles of design. Students completed three quizzes that</p>	<p>06/12/2013 - No action required</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>success would be 70 % of students scoring 3 or 4 in each area.</p> <p><b>Related Documents:</b>  <a href="#">rubric 301 sp'10</a>  <a href="#">rubric 301 sp'10</a>  <a href="#">art301 slo spr11</a></p>	<p>covered the material from the textbook, Launching the Imagination, A Guide to Two-Dimensional Design and lecture material. Students wrote a formal critique of a work of 2D art found on the NY MOMA's website.</p> <p>Visual Project Grades:  14% &lt; 3  86% &gt; 8</p> <p>Capstone Project Grades:  100% &gt; 3</p> <p>Final Grades  29% &lt; 3  71% &gt; 3</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">Art 301 Design SLO Spring 2013.docx</a></p>	
			<p>05/29/2010 - Students scored 3 and 4 in each area at a rate of 75% - 94%.</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2009 - 2010</p>	<p>06/21/2010 - Continue working on offering more unusual, creative projects, using interesting techniques, mediums and inspiration from the world around us.</p> <p><b>Action Plan Category:</b>  Other</p>
	<p>CAN Dept - Art - CAN ART 304 - GALLERY DESIGN AND MANAGEMENT - Design and install exhibits. - SLO 3. Students design and install exhibits through the use of</p>	<p><b>Assessment Method:</b>  Assessment of SLO 3: Evaluation of students' participation in the design, preparation, and installation of campus gallery exhibitions, and publicity</p>	<p>06/10/2011 - 83% of students had good or excellent skills and participation for design &amp; curating of exhibits.</p> <p>83% of students had good or excellent skills and participation for preparation</p>	<p>06/10/2011 - No action needed.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>specific tools and methods. (Created By CAN Dept - Art)</p>	<p>materials for each exhibit. (1 is needs much work, 2 is adequate skills and participation, 3 is good skills and participation, 4 is excellent skills and participation)</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 80% of students have good or excellent skills and participation.</p>	<p>and installation of exhibits. 100% of students had good or excellent skills and participation for publicity for exhibits.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART304_SLO3_data_sp11</a></p>	
	<p>CAN Dept - Art - CAN ART 304 - GALLERY DESIGN AND MANAGEMENT - Understanding of Museum &amp; Gallery Practices - SLO 2: Demonstrate an understanding of standard museum and gallery practices and use of critical thinking to evaluate various aspects of gallery and museum design &amp; management including curating, education, exhibit design, lighting, and installation, written text, storage, care and conservation of collections, marketing, public relations, and security. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Assessment of SLO 2: Students are evaluated on portfolio of various assignments including papers, presentations, and in-class workshops related to gallery and museum practices. A holistic rubric is used to evaluate the portfolio. (1 is needs much work, 2 is has an adequate understanding of most concepts 3 is good understanding of most concepts, 4 is has an excellent understanding of all concepts)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 80% of students have a good or excellent understanding of most concepts</p> <p><b>Related Documents:</b> <a href="#">ART 304 SLO#2 Sp 13.docx</a></p>	<p>05/25/2013 - 100% of students have a good or excellent understanding of most concepts. 88% of students have an excellent understanding of most concepts.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 304 SLO#2 Sp 13.docx</a></p>	<p>06/12/2013 - No actions needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 351 - Photography I - Compose photographs - SLO 1. Students compose and shoot black and white photographs applying effective use of composition, focus, lighting and</p>	<p><b>Assessment Method:</b> All student photographs will be evaluated for these criteria in addition to content specific to a certain project. A holistic rubric is used to evaluate these skills.</p>	<p>06/26/2013 - 85 % of the students photos submitted showed an effective use of compositional devices including the rule of thirds and the inclusion of diagonal elements and implied lines as well as controlled focus enhancing elements of</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>narrative. (Created By CAN Dept - Art)</p> <p><b>Assessment Method Category:</b> Portfolio</p> <p><b>Success Criterion:</b> 80 % of submitted work will demonstrate student understanding and application of concepts in their work.</p> <p><b>Related Documents:</b> <a href="#">SLO 2 Rubric</a></p>	<p>the narrative as well as a clear understanding of the importance of powerful lighting to highlight both the formal aspects of the work such as tonality and texture, as well as to clarify and enhance the narrative message of the works, where applicable.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">SLO 1 Compostion Rubric</a></p>	<p>07/10/2012 - Students completed 8 Final Prints to an Exhibition Quality level. These were mounted and presented in a Final Show Presented to the Class as well as Family and Friends. The work was assessed in discussion with the students using the Rubric, which is attached. Of the 17 students enrolled, 15 submitted the assignment and 100% of these met the criteria.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 351 slo1, Sp'12</a></p>	<p>07/10/2012 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>
	<p>CAN Dept - Art - CAN ART 351 - Photography I - Develop and print - SLO 2. Students develop and print photographs displaying shapness, detail, contrast and appropriate use of photographic paper. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Assessment: All student photographs will be critiqued with the student individually or in a group critique for these technical criteria. A holistic rubric will be used in addition to evaluate the photographs for these qualities.</p> <p><b>Assessment Method Category:</b> Portfolio</p>	<p>01/24/2013 - Students completed 8 Final Prints to an Exhibition Quality and Exhibited the works at the Final Show. Prints were assessed using the rubric below. The class scored an 88% on the rubic based upon the sharpness, detail, contrast and the use of the most appropriate paper to enhance the image, as well as mounting and spotting. The</p>	<p>07/09/2013 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p><b>Success Criterion:</b> 80% of the work submitted will display sharpness, detail, appropriate contrast and be printed on paper which enhances the image.</p> <p><b>Related Documents:</b> <a href="#"><u>351slo2_F12</u></a></p>	<p>criterion were met.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p>06/19/2011 - Photogram assignment, 95% of all students submitted 3 8 X 10 photographs that showed sharpness, detail, good contrast range printed on appropriate resin coated paper.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#"><u>SLO 2 Rubric</u></a></p>	04/01/2012 - no action needed.

CAN Dept - Art - CAN ART 352 - Interm. Black/White Photography - 352.1. Use of medium format camera - SLO 1. Students demonstrate a basic knowledge of the use of a medium format camera. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> ASSESSMENT: Students will be tested on names and functions of the parts of the camera. Students will have to load, operate and unload the camera.</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 80% of students being able to name all the parts and functions of camera. 80% of students able to correctly load, operate and unload the camera.</p> <p><b>Related Documents:</b> <a href="#"><u>ART 352 F10.doc</u></a></p>	<p>11/13/2013 - All three of the students enrolled on 11/13 passed the test correctly identifying 21 parts of the medium format cameras and were able to load, unload and operate the cameras correctly. 100% passed.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p>06/19/2011 - 100 % of the students demonstrated basic knowledge of the medium format camera. All of them loaded, operated and unloaded the camera correctly as well as being able to identify all of the parts and the functions of the parts.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>
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SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Art - CAN ART 352 - Interm. Black/White Photography - 352.3. Print 8 x 10s - SLO 3. Students print photographs 8 by 10 or larger to a professional standard (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> ASSESSMENT: Students will participate in a critique in which the elements of narrative, line, tone, balance, composition, detail and spotting will be discussed, and each print will be judged for its readiness for display in a professional setting. A holistic rubric is used to evaluate these qualities. (1 is needs much work, 4 is excellent)</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 80% of students scoring a 3 or 4 (good or excellent) on the rubric.</p>	<p>06/26/2013 - All of the Art 352 students submitted one print for evaluation in a critique, which was observed by the Art 351 students as well. The prints earned a total of 44 out of 48 possible points at the level of 3 or 4 so the success rate was 91%, so the criterion was met.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">SLO 3 Print Rubric</a></p> <p>01/24/2013 - Students submit a Final of 20 Exhibition Quality prints which are matted and displayed in a Final Show to the class as well as family and friends who are invited to an opening the on Finals Night.</p> <p>The works are critiqued in discussion with the students one on one that night. 3 students were enrolled in the class and all of their works met the criteria of scoring a 3 or a 4. The success rate was 100% so the criteria were met. The rubric and scores are in the 352 folder.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 352 slo3, F'12</a></p>	<p>01/24/2013 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Use critical thinking in evaluating works of art in intrinsic terms, expressive content and social context	CAN Dept - Art - CAN ART 101 - History of Art I - identification - Identify key works of art according to culture, period, and date (Created By CAN Dept - Art)	<b>Assessment Method:</b> multiple choice examination. Students will be shown a series of slides and will be asked to select from a list of choices the correct culture, period, and date <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 70% of students score 70% or above	06/11/2014 - overall improvement from test to test -- 20 students stayed the same and 20 improved by an average of 17 pts. Started with a strong group of students; many improved, probably due to improved study habits & techniques such as flashcards and visiting the tutor. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2013 - 2014	
			12/18/2013 - 82% passed; 63% passed well; mode = 80%; improvement probably due to having students turn in flash cards <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2013 - 2014	
		06/14/2013 - The average score on the final was %73. Rather than simply measuring only the percentage success, improvement was also measured, mid-term to final. The number correct increased by 10%. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013		
	CAN Dept - Art - CAN ART 101 - History of Art I - historical analysis - Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context. (Created By CAN Dept - Art)	<b>Assessment Method:</b> written analysis using a rubric <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p><b>Related Documents:</b></p> <p><a href="#">ART 101.doc</a></p> <p><a href="#">ART 101.pdf</a></p> <p><a href="#">ART 101 SLO Pretest.docx</a></p>		
	<p>CAN Dept - Art - CAN ART 102 - History of Art II</p> <p>- historical analysis - Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> written analysis using a rubric</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.</p> <p><b>Related Documents:</b></p> <p><a href="#">ART102.doc</a></p> <p><a href="#">ART 102 SP09.pdf</a></p>	<p>06/11/2014 - 9 As, 10 Bs and 10 Cs on papers for a mean, median and mode of B.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>01/09/2013 - class average score of two essays, mid-term and final: 56% and 83%, respectively. This compares the performance by students on a midterm essay comparing two works of art and a final essay comparing two works of art, each for 10 pts. Performance improved by almost 30%. Students seemed to benefit from the time spent in class modeling a good essay. Also, students gain confidence about their writing as they become more familiar with the pedagogy of art history during the semester. Students' critical reasoning skills improved during the semester, probably due to a combination of lecture models, and as a result of scaffolded assignments.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<ul style="list-style-type: none"> <li>- historical analysis - Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context. (Created By CAN Dept - Art)</li> </ul>	<p><b>Assessment Method:</b> written analysis using a rubric</p> <p><b>Assessment Method Category:</b> Exam</p> <p><b>Success Criterion:</b> 70% of students score 70% or above</p>	<p>06/11/2014 - 86% of class improved (5 % remained same) from mid-term to final; data from several SLOs merged; will separate out in future assessments</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>06/14/2013 - 74% success rate. Marked improvement from mid-term to final; average score improved by 21%. Coaching on essay writing successful.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
	<p>CAN Dept - Art - CAN ART 104 - Art of the 20th Century</p> <ul style="list-style-type: none"> <li>- evaluation of art - Evaluate and discuss the work of a modern artist (Created By CAN Dept - Art)</li> </ul>	<p><b>Assessment Method:</b> research paper</p> <p><b>Assessment Method Category:</b> Capstone Assignment/Project</p> <p><b>Success Criterion:</b> 70% of students score 70% or above according to rubric</p>	<p>06/11/2014 - Comparing mid-term to final, 70% improved by an average of 20%; 30% percent remained the same.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>06/14/2013 - A, 17 papers; B, 14 papers; C, 3. Highly motivated students really engaged with individual artist research papers. 100% success.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>06/08/2012 - 100% of papers turned in scored a C or better. A, 10 (32%); B, 13 (mode, 42%); C, 8 (25%). Very similar to previous terms percentages (32%, 44%, 24%, respectively).</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>12/12/2011 - 100% of papers turned in scored a C or better. A, 8; B, 11; C 6. Engagement with art tends to be very successful. Writing sample preparation seems very helpful, beyond just preventing plagiarism.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>
				<p>06/10/2011 - 100% of papers turned in scored a C or better. Students are challenged in writing about art, but the ones who chose a subject they truly enjoyed did very well. The greatest problem was that too many of them focused on the research aspect of the assignment, and not enough on their own critical analysis of the work of art.</p> <p>Effective strategy: writing sample done in class two weeks before the paper was due was very helpful. This could be expanded upon with additional quick-write assignments.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>
				<p>12/16/2010 - 80% of students achieved a C or better</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>06/15/2010 - 89% succeeded</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	
<p>CAN Dept - Art - CAN ART 201 - Form and Composition I</p> <p>- Critique and analysis - Students articulate a formal analysis of a work of art (drawing or painting) based on the concepts and approaches used in the course. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students participate in group critiques of the work of their peers, individual critiques of their own work with the instructor, class discussions on art works, and/or submit writing assignments analyzing works of art. A holistic rubric is used to evaluate degree of competence. 4 is excellent, 3 is good, 2 is needs work, 1 is unable to analyze work.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 75% of students score a 3 or better on the rubric.</p> <p><b>Related Documents:</b> <a href="#">ART 201-slo rubric</a></p>	<p>01/05/2014 - Students wrote a short response paper at the end of the term, analyzing and critiquing the work of a contemporary artist from a current exhibition. Among other observations, they were write about some of the concepts and approaches they learned in the course this semester. All the papers were graded.</p> <p>For this assessment, a grade of B or higher was considered successful in achieving the Student Learning Outcome.</p> <p>Of 11 students the grade results were:</p> <p>2 received A+ 1 received A 2 received A- 1 received B+ 3 received B 1 received C 1 received F</p> <p>9 of 11, 82% were successful.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Art - CAN ART 204 - Drawing I</p> <p>- SLO 2: Drawing analysis - SLO 2: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> In class critiques and/or written essays, students will analyze individual drawings of their peers, of their own, or by contemporary and/or past masters. A holistic rubric is used to evaluate the student's success in identifying drawing techniques as well as formal concepts of two-dimensional art.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students evaluated as having done a "good" or "excellent" job of analyzing the artwork.</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p>	<p>12/31/2012 - Yes - 100% of students were evaluated as good or excellent.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 204-F2012- SLO 2 data</a> <a href="#">MillerBowen.doc</a></p> <p>06/10/2011 - 92% of students evaluated as "good" or "excellent" 06/10/2011 - None needed as "good" or "excellent"</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART204_SLO2_data_sp11</a></p> <p>06/21/2010 - Almost all students were very successful in critical analysis by the end of the semester, as I spent more time and emphasis on critiques this year. 06/21/2010 - No action needed.</p> <p><b>Action Plan Category:</b> Other</p>	
	<p>CAN Dept - Art - CAN ART 205 - Drawing II</p> <p>- 4. Analyze and critique the work of others. - Analyze and critique the drawings of others, identifying the elements of form and technique that contribute to the expressive content of the work. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students critique the work of their peers in formal class critiques, and the works of old and contemporary masters in short written critiques. The work is analyzed for both formal and expressive content. A holistic rubric is used for the verbal class critique, while grades will be used</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>to directly assess the written work. An understanding of technique, of formal art elements and concepts, and of the expressive content of the work is rated by the professor.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students receiving a B or A, good or excellent, in the assessment.</p>		
	<p>CAN Dept - Art - CAN ART 206 - Figure Drawing/Portraiture</p> <p>- Critique figure drawings - Students will critique and analyze figure drawing by identifying, evaluating, and discussing content, techniques and principles of form observed in various artworks</p> <p>(Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students are required to participate in class critiques of student drawings, and in discussions of other artwork. A checklist is used to rate knowledge of formal concepts, drawing techniques, and the use of critical thinking.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 70% of students rating "good" or "excellent" ( a 3 or a 4 on rating sheet) in each of the three categories.</p> <p><b>Related Documents:</b> <a href="#">ART 206 SLO 3 data, Sp'11</a></p>	<p>06/04/2011 - 80% of students were successful when it came to analyzing drawing techniques. However, barely 70% (70.8%) were successful when it came to analyzing formal concepts and critical thinking skills.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2010 - 2011</p> <p><b>Related Documents:</b> <a href="#">ART 206 SLO 3 data, Sp'11</a></p>	<p>05/24/2012 - In order to improve the students ability to understand formal concepts I will assign appropriate readings from text and create handouts that emphasize several critical formal concepts of 2d art and figure drawing specifically. I will also assign students an artist of whose they must report on answering several question that engage critical thinking.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <p><b>Follow-Up:</b> 04/01/2012 - Course not yet scheduled to be offered.</p>
	<p>CAN Dept - Art - CAN ART 214 - Color</p> <p>- Analysis of color usage - Students are able to examine and analyze examples of color usage by artists and designers.</p> <p>(Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b> Students submit a portfolio of work including examples and analysis of artists and designers use of color.</p> <p><b>Assessment Method Category:</b> Project</p> <p><b>Success Criterion:</b></p>	<p>12/30/2012 - Criteria Met</p> <p><b>FINAL GRADES:</b> 22% &lt; C 78% C or &gt; 30% = Exceptional</p> <p><b>Result Type:</b></p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>70% of students will successfully complete the course with a knowledge of the material and a grade C or better.</p> <p><b>Related Documents:</b>  <a href="#">ART 214 Color SLO Assessment</a></p>	<p>Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p> <p>12/30/2012 - 78% of students were successful.</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2012 - 2013</p> <p><b>Related Documents:</b>  <a href="#">ART 214 Color SLO Assessment</a></p>	
	<p>CAN Dept - Art - CAN ART 221 - Painting I</p> <p>- 221 Analyze and Critique Paintings - Students critique their own work and that of others, identifying basic concepts of form and content. (Created By CAN Dept - Art)</p>	<p><b>Assessment Method:</b>  The final meeting consists of a group critique where students critique their work from the second half of the semester. Each student is also required to critique the work of another student. Students receive a letter grade for their performance.</p> <p><b>Assessment Method Category:</b>  Presentation/Performance</p> <p><b>Success Criterion:</b>  75% percent of students receiving a grade of B or better.</p>	<p>06/09/2014 - Out of 10 students, 9 or 90% received a grade of B or better for the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p> <p><b>Result Type:</b>  Criterion met</p> <p><b>Reporting Cycle:</b>  2013 - 2014</p> <p><b>Related Documents:</b>  <a href="#">ART 221_Sp'14_slo3.docx</a></p>	<p>06/09/2014 - No action needed.</p> <p><b>Action Plan Category:</b>  Other</p>
			<p>01/21/2013 - Out of 18 students, 16 or 89% received a grade of B or better for the critiques. Students were required to write out their critique before reading or paraphrasing it to the class. They were evaluated on being able to ascertain the weak and strong points in a work, their understanding of formal art concepts and the correct use of appropriate terminology.</p>	<p>01/21/2013 - With this much success, the amount of vocabulary that students are expected to understand can be expanded. We will continue to make vocabulary of art terms a topic, and expand on the amount of time we spend on this and also on art concepts related to painting.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 221 Fall 2012 slo.docx</a></p>	<p><b>Action Plan Category:</b> Other</p> <hr/>
	CAN Dept - Art - CAN ART 222 - Painting II - 3. Critique - SLO3: Critique the work of others while also accepting the suggestions of their peers. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> ASSESSMENT: Students take part in a class critiques at midterm and during finals week. Students are assessed for their ability to identify and articulate issues of form technique, and content in the work of their peers. They also respond to their peers critiquing their work. A holistic rubric is used in assessment, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> SUCCESS: 75% of students achieving a good or excellent score.</p>	06/18/2013 - Success criterion met as 83% (5 out of 6) students did a good or excellent job in critiquing artwork, articulating issues of form and content. <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_Sp'13 reporting form.docx</a></p>	06/18/2013 - No action needed. <p><b>Action Plan Category:</b> Other</p> <hr/>
	CAN Dept - Art - CAN ART 301 - Design - 301.2. Analyze works of art - SLO 2: Students analyze works of art, identify	<p><b>Assessment Method:</b> Assessment: Students explain and discuss the techniques, and elements and principles of design used in their own</p>	01/10/2012 - Success criterion met as 100% (2 out of 2) students did a good or excellent job in critiquing artwork, articulating issues of form and content. <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <p><b>Related Documents:</b> <a href="#">ART 222 slo#3_F'11 reporting form.docx</a></p>	04/02/2012 - No action needed. <p><b>Action Plan Category:</b> Other</p> <hr/>
			06/04/2012 - Criteria Met 25% < C 75% C or > 22% = Exceptional	06/04/2012 - No action needed. <p><b>Action Plan Category:</b></p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>basic techniques used in their execution and make critical judgments based on the use of the elements of design. (Created By CAN Dept - Art)</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students receiving a "C" or better (average to exceptional) on assignments, exams, and final grades.</p> <p><b>Related Documents:</b> <a href="#">Art 301 SLO Assessment</a></p>	<p>work and the work of others. This is assessed in a group critique. Students also complete exams in which they are asked to analyze works of art, identify formal concepts and elements of design.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 75% of students receiving a "C" or better (average to exceptional) on assignments, exams, and final grades.</p> <p><b>Related Documents:</b> <a href="#">Art 301 SLO Assessment</a></p>	<p>a final Capstone project that included participatory critiques as part of their grade. These objective discussions required the student to describe their work and the work of their peers in the formal terms of the elements and principles of design as well as their experience with the medium assigned and the assignment objectives.</p> <p>Students completed exams that included two Quizzes and a comprehensive final. The quizzes covered the material from the text book, <i>Launching the Imagination, A Guide to Two-Dimensional Design</i> and lecture material.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>05/29/2012 - Students completed Visual Projects and a final Capstone project that included participatory critiques as part of their grade. These objective discussions required the student to describe their work and the work of their peers in the formal terms of the elements and principles of design as well as their experience with the medium assigned and the assignment objectives.</p> <p>Students completed exams that included two Quizzes and a comprehensive final. The quizzes covered the material from the text book, <i>Launching the Imagination, A Guide to Two-Dimensional Design</i> and lecture material.</p> <p>Criteria Met 25% &lt; C 75% C or &gt; 22% = Exceptional</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b></p>
			<p>05/29/2012 - No action needed</p> <p><b>Action Plan Category:</b> Other</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2011 - 2012	
	CAN Dept - Art - CAN ART 351 - Photography I - Analyze & critique photos - SLO 3. Students are able to analyze and critique photographs of others, including the works of famous photographers. (Created By CAN Dept - Art)	<p><b>Assessment Method:</b> Assessment: Student writing about historically significant photographers will be evaluated for depth of understanding, historical relevance, iconography, awareness of stylistic tendencies and critical thinking.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 80% of submitted work will demonstrate the five elements listed above.</p>	10/16/2013 - 88% of the students completed a term paper on a famous photographer discussing the historical relevance and iconography, style and demonstrating critical thinking and depth of understanding. These papers included samples and discussions of specific works by the artist.	<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>
			04/01/2012 - Students wrote and presented papers about their favorite photographers and were assessed for the 5 aspects listed above. 85 % of the works submitted demonstrated competency in all 5 areas.	<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>