

COURSE SLO ASSESSMENT REPORT, SCC

Department: Art Course: Art 111

Year: 2013 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Ability to create 3-Dimensional works in-the-round using a variety of media, tools and techniques.</p>	<p>A project assigned in the last 25% of the semester is assessed using a 5-point rubric. (Attached Below)</p> <p>It is expected that 70% of students will score a 3 or better.</p>	<p>15 Students were assessed Total of Students with a score of 4 = 6 (40)% Total of Students with a score of 3 = 1 (7)% Total of Students with a score of 2 = 7 (46)% Total of Students with a score of 1 = 1 (7)% Total of Students with a score of 0 = 0 (00)%</p>	<p>Class scored the expected 70% passing or higher.</p>	<p>Students need to be encouraged to be patient and focus on structural details. The less successful work, satisfied the function expectation but suffered on the aesthetic details. Also requiring students to have a variety of tracks such as a ramp, staircase, a curve/wave, etc. would encourage better use of the structural space and encourage more creative solutions.</p>

<p>Ability to explain and analyze the aesthetic, conceptual, formal, functional and spatial characteristics of a three-dimensional work of art.</p>	<p>A written critique of a peer student project assigned in the last 25% of the semester is assessed using a 4-point rubric. (Attached Below)</p> <p>It is expected that 70% of students will score a 3 or better.</p>	<p>15 Students were assessed Total of Students with a score of 4 = 6 (40)% Total of Students with a score of 3 = 1 (7)% Total of Students with a score of 2 = 7 (46)% Total of Students with a score of 1 = 1 (7)% Total of Students with a score of 0 = 0 (00)%</p>	<p>Class scored the expected 70% passing or higher.</p>	<p>Students need to be encouraged to be patient and focus on structural details. The less successful work, satisfied the function expectation but suffered on the aesthetic details. Also requiring students to have a variety of tracks such as a ramp, staircase, a curve/wave, etc. would encourage better use of the structural space and encourage more creative solutions.</p>
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Art 111 – Three Dimensional Design Rubric for Evaluating Student Work
 20 Points Available – Divided by 4 Categories for a 0-4 scale

Project: Architectural Marble Track

Criteria for Evaluation	A Advanced – 4	B Competent – 3	C Emerging – 2	D Needs Improvement – 1	F No Substantive Effort – 0
Function Marble must roll down track for a minimum of 20 seconds					
Scale Structure scale must be no larger than 1' x 1' x 2'					
Construction/ Composition Variety of movement of marble/ track and use of space within structure					
Finishing Details Cleanliness and strength of entire structure and tracks.					
				Total Points:	
				Divided by 5:	

Art 111 Assessment Results
 Fall 2013

Project: Architectural Marble Track

Student	Function	Scale	Construction	Finishing Details	Average Final Score
1	4	4	1	0	2
2	4	4	4	4	4

3	4	4	2	2	3
4	3	4	1	0	2
5	4	4	3	3	3
6	0	3	1	0	1
7	4	4	4	4	4
8	4	4	1	0	2
9	4	4	1	0	2
10	4	4	1	0	2
11	4	4	4	4	4
12	4	4	1	0	2
13	4	4	1	0	2
14	4	4	4	4	4
15	4	4	4	4	4

15 Students were assessed

Total of Students with a score of 4 = 6 (40)%

Total of Students with a score of 3 = 1 (7)%

Total of Students with a score of 2 = 7 (46)%

Total of Students with a score of 1 = 1 (7)%

Total of Students with a score of 0 = 0 (00)%