

COURSE SLO ASSESSMENT REPORT, SCC

Department: ___Art_____ Course: ___Art 130_____

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>Create a portfolio of drawings both representational and abstract, with a variety of materials, using traditional mark making techniques and studio practices.</p>	<p>A project assigned in the last 25% of the semester is assessed using a 4-point rubric.</p> <p>It is expected that 70% of students will score a 3 or better.</p>	<p>40 Students were assessed and scored the following: 4pts – 20 students (50%) 3pts – 16 students (40%) 2pts – 4 students (10%) 1pts – 0 students (00%) 0pts – 0 students (00%)</p> <p>36 (90 %) students scored 3 or above which meets our expectation.</p>	<p>Students successfully used a variety of materials in a studio practice for the project assessed. The project was made up of one drawing and not a traditional portfolio.</p>	<p>Use this SLO for the intermediate and advanced drawing classes and drop it from Art 130.</p>
<p>Create the illusion of three-dimensional space on a two-dimensional surface with drawing media, in both observational and imagined compositions.</p>	<p>A project assigned in the last 25% of the semester is assessed using a 4-point rubric.</p> <p>It is expected that 70% of students will score a 3 or better.</p>	<p>40 Students were assessed and scored the following: 4pts – 20 students (50%) 3pts – 16 students (40%) 2pts – 4 students (10%) 1pts – 0 students (00%) 0pts – 0 students (00%)</p> <p>36 (90 %) students scored 3 or above which meets our expectation.</p>	<p>Students showed a strong grasp on how to use the visual elements to represent three-dimensional space on a two-dimensional surface.</p>	<p>The introduction class should focus more on observational drawings. We will take out “imagined compositions” from this SLO.</p>

Analyze a drawing in terms of its thematic content and the materials and techniques incorporated, and deliver a verbal critique to a group using professional art terminology.	<p>A written critique of a peer student project assigned in the last 25% of the semester is assessed using a 4-point rubric.</p> <p>It is expected that 70% of students will score a 3 or better.</p>	<p>16 Students were assessed and scored the following: 4pts – 7 students (44%) 3pts – 5 students (31%) 2pts – 3 students (19%) 1pts – 1 student (06%) 0pts – 0 students (00%)</p> <p>12 (75 %) students scored 3 or above which meets our expectation.</p>	<p>Although the class as a whole demonstrated an understanding of how to analyze drawings, the data shows that students are able to create drawings better than they are able to explain verbally how they did it.</p>	<p>Examples of successful critiques with a focus on proper terminology will be used at the beginning of the semester. This will demonstrate to students strong analysis skills they can use during critiques.</p>
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SLO 1 and 2 Rubric for Evaluating Student Work
20 Points Available – Divided by 5 Categories for a 0-4 scale

Criteria for Evaluation	A Advance d - 4	B Competen t - 3	C Emergin g - 2	D Needs Improvement - 1	F No Substantive Effort - 0
Composition Focal Point Directional Line Visual Balance Picture Plane					
Construction Lines Simplified Shape Proportion Perspective					
Value Tone and Tint Contrast Variety of Mid-Tones Cast Shadows					

Time/Effort Completeness of Drawing					
Finishing Details Contour Line Texture					
				Total Points:	
				Divided by 5:	

SLO 1 and 2 Assessment Results

Student	Composition	Construction	Value	Time/Effort	Details	Average Final Score
1	3	4	4	4	4	4
2	3	3	3	4	4	3
3	3	3	3	3	3	3
4	4	4	4	4	3	4
5	3	2	2	3	2	2
6	2	4	4	3	3	3
7	3	3	4	4	3	3
8	3	3	4	4	3	3
9	3	4	4	4	4	4
10	4	4	4	4	3	4
11	3	3	3	3	3	3
12	4	4	4	4	4	4
13	4	3	4	4	3	4
14	3	2	3	2	2	2
15	4	3	4	4	4	4
16	4	4	4	4	4	4
17	4	3	4	4	4	4
18	3	2	3	3	3	3
19	3	3	3	3	3	3

20	4	4	3	4	4	4
21	32	2	2	2	2	2

SLO 1 and 2 Assessment Results

Student	Composition	Construction	Value	Time/Effort	Details	Average Final Score
1	4	4	4	4	4	4
2	4	4	4	3	4	4
3	3	3	2	4	2	3
4	2	3	3	4	3	3
5	3	3	3	2	2	3
6	1	2	3	3	3	2
7	4	4	4	4	4	4
8	3	3	2	3	3	3
9	3	3	4	4	3	3
10	3	4	4	4	4	4
11	4	4	4	4	4	4
12	4	4	4	3	3	4
13	4	4	3	3	2	3
14	3	3	4	4	4	4
15	4	4	4	4	4	4
16	4	3	3	4	4	4
17	4	4	4	3	3	4
18	4	3	3	3	3	3
19	4	3	2	3	3	3

40 Students were assessed

Total of Students with a score of 4 = 20 (50)%

Total of Students with a score of 3 = 16 (40)%

Total of Students with a score of 2 = 4 (10)%

Total of Students with a score of 1 = 0 (00)%

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

Written Critique

SLO 3 Rubric for Evaluating Student Written Response

Project: Peer critique of Graphite Rendered Drawing

	Met	Unmet
Advanced (4)	Used art terminology properly to critique peers work speaking of both formal elements and content. Students were respectful yet critical and discussed improvement opportunities.	
Competent (3)	Discussed form and content of peer's work and was respectful yet critical and discussed improvement opportunities as well as areas of success.	Used art terminology properly to critique peers work speaking of both formal elements and content. Was respectful yet critical and discussed improvement opportunities as well as areas of success.
Emerging (2)	Discussed improvement opportunities as well as areas of success.	Was respectful yet critical and discussed improvement opportunities as well as areas of success.
Needs Improvement (1)	Turned in personal project but did not give feedback to a peer's project.	Discussed improvement opportunities as well as areas of success.
No Substantive Effort (0)		Turned in personal project but did not give feedback to a peer's project.

SLO 2 Results

40 Students were assessed

Total of Students with a score of 4 = 14 (35)%

Total of Students with a score of 3 = 12 (30)%

Total of Students with a score of 2 = 12 (30)%

Total of Students with a score of 1 = 2 (05)%

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