

COURSE SLO ASSESSMENT REPORT, SCC

Department: Art Course: Art 130

Year: 2012 Semester: Spring

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>16 Students were assessed and scored the following: 4pts – 8 students (50%) 3pts – 7 students (44%) 2pts – 1 students (06%) 1pts – 0 students (00%) 0pts – 0 students (00%)</p> <p>15 (94 %) students scored 3 or above which meets our expectation.</p>	<p>This data was compiled from one assignment which may not be considered a “portfolio”. Students understood the concepts for this project, but a variety of projects may alter the results.</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>16 Students were assessed and scored the following: 4pts – 8 students (50%) 3pts – 7 students (44%) 2pts – 1 students (06%) 1pts – 0 students (00%) 0pts – 0 students (00%)</p> <p>15 (94 %) 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>No changes are necessary at this time.</p>
<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>	<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 students (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>No changes are necessary at this time.</p>

Art 130 Assessment Results
Spring 2012

Project: Pop and Popcorn Graphite Value Drawing

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

16 Students were assessed

Total of Students with a score of 4 = 8 (50)%

Total of Students with a score of 3 = 7 (44)%

Total of Students with a score of 2 = 1 (06)%

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

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

Art 130 – Introduction to Drawing Rubric for Evaluating Student Work
20 Points Available – Divided by 5 Categories for a 0-4 scale

Project: Graphite Value Drawing of a Pop Can, Paper towel, and Popcorn

Criteria for Evaluation	A Advanced - 4	B Competent - 3	C Emerging - 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:	