		ent, analysis, and ch nent planned based		•				oiete	ed													
	my docs/curriculum/course slos/assess_map.xlsx			pre F2011	F2011	S2012	SUM201	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019
.ART 193	ART SPECIAL TOPIC	01 X1995 Approved New .																				
.ART	ART	03 F2005 F2012																				
200		Approved Change .	Х		Х					Χ						Α						
ART 202	MUSEUM PRACTICES	New effective F2011 NEVER TAUGHT										Х					Α					
.ART	ART	02 X2000 F2012																				
203	HIST:STONE AGE	Approved Change .	Х		Х					Χ						Α						
.ART	ART	02 X2000 F2012																				
204	HIST:RENAISS ANC	Approved Change .	Х		Х					Χ						Α						
.ART	MODERN ART	03 F2005 F2012			.,																	
205	SURVEY	Approved Change .	Х		X					Χ						Α						
ART	ART HIST:NON-	02 X2000 F2012		1		\ .																
206	WESTER	Approved Change .	X			Х					Χ						Α					
.ART	FUND 2-D	03 S2004 S2013																				
220	DSGN	Approved Change .	Х		X					Χ						Α						
.ART	DRAWING I	03 S2002 S2013			V																	
221		Approved Change .	Х		X					Χ						Α						
.ART 222	DRAWING II	02 F2000 S2013 Approved Change	х		Х					Х						Α						
ART	FIGURE	02 F2000 S2013														, ,						
223	DRAWING I	Approved Change .	Х			Χ					Χ						Α					
.ART 224	FIGURE DRAWING II	02 X2000 S2013 Approved Change .	Х		Х							Х						Α				
.ART 229	COLOR	02 S2008 Approved Change	х			Χ					Х						Α					
.ART 230	PAINTING I	02 X2000 S2013 Approved Change .	Х		Х					Χ						Α						
.ART	PAINTING II	03 F2002 S2013				.,				-												
231 .ART	WATERCOLOR	Approved Change . 02 X2000	Х			X					Χ						Α					L
232	PAINTING	Approved Change .	Х			X							Α						Α			
.ART	INT	02 X2000	.,			v																
233	WATERCOLOR	Approved Change .	Х			Χ							Α						Α			
ART	FIGURE	03 X2000	v	~				Χ														
234	PAINTING	Approved Change .	Х	Х										Α						Α		
ART	MURAL	New effective F2011																				
235	PAINTING	Instructor retired- future of this course is undecided	Х		X																	
.ART	INTRO PRINT	03 F2002 S2013			v																	
240	MEDIA	Approved Change .	Х		Х					Χ						Α						
.ART 241A	ETCHING I	03 X2000 S2013 Approved Change .	х			Χ					Χ						Α					
.ART 241B	ETCHING II	S2013 Approved as new course	х								Χ						Α					
.ART	ETCHING III	S2013 Approved as	х								X						Α					
241C		new course									۸						A					
			SLO	pre F2011	F2011	S2012	SUM2012	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019

			SLO	pre F2011	F2011	S2012	SUM2012	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019	F2019
.ART 281B	CERAMICS: WHEEL- THROWING I	S2013 Approved as new course	х							Х						Α						
.ART 282	CERAMICS: HAND- BUILDING	04 F2007 S2013 Approved Change .	х	Х				X			Х						Α					
.ART 283	CERAMIC SCULPTURE	03 F2007 S2013 Approved Change .	х		Х							Χ						Α				
.ART 284	ALT. FIRING CERAMIC	02 F2007 Approved Change .	х			Х								Α						Α		
.ART 293	PORTFOLIO PRESENTA	02 F2000 Approved Change .	х		Х			Χ						Α						Α		
.ART 295	ART GALLERY	03 X2000 Approved Change .	х					Χ					Α						Α			
.ART 299	IS: ART	02 F2000 Approved Change	х			Х								Α						Α		
	"X" =assessm	ent, analysis, and ch	anges	(if ne	ede	d) c	omp	olete	ed													
	"R" = revised	Curriculum effective	and ne	ew ass	sess	mer	ıt pla	ann	ed f	or th	nat s	sem	seste	er								
	"A" = Assessm	nent planned based	on reg	ualr c	ycle																	

## **Course or Program Assessment Summary**

Division: Fine Arts Program: Art Studio Date: Spring

**2015** v. 3 2012

Courses in program: Please see Assessment Calendar for a complete list)

Faculty involved with the assessment and analysis: Margaret Korisheli, Doug Highland,

**David Prochaska, Jarred Pfeiffer** 

Course-to-program outcome mapping document\*\* is completed Yes X

No\_\_\_\_

1	Student Learning Outcome Statements	AA Art Studio (1-6) and AA-T Studio Art (1-4)
	X Program	<ol> <li>Creatively apply the visual elements and principles of Design to art forms.</li> </ol>
		<ol><li>Integrate form and content at the appropriate undergraduate level.</li></ol>
		<ol><li>Demonstrate technical skill and creativity in manipulating 2D and 3D media.</li></ol>
		<ol> <li>Articulate concepts and processes of art at the college level, including command of basic art vocabulary.</li> </ol>
		<ul><li>5. Create physical and digital portfolios that include a finished body of art works and professional written documentation.</li><li>6. Assess professional artistic career and transfer options</li></ul>
2	Assessment Methods Plan	Using a rubric with the Program SLOs, each full-time art studio faculty
	(identify assessment	individually assesses the electronic portfolios and written statements
	instruments, scoring rubrics,	of all student who successfully complete Art 293: Portfolio
	SLO mapping diagrams)	Presentation. This course is a capstone exit class in which art
		students package and present their artwork. Students in Art 293 learn
		professional practices in art and explore the steps to moving from the
		community college to higher levels of art education and/or working and exhibiting in the art field.
3	Assessment Administration	On February 6, 2015, the full-time art studio faculty met to
	Plan (date(s), sample size or	collectively analyze the individual assessments of the portfolios of
	selection of course sections,	twenty Art Studio students who completed the Portfolio Presentation
	scoring procedures, etc.)	class in the fall of 2014.
4	Assessment Results Summary	All instructors agreed that the majority of students solidly met the
	(summarize Data)	Program Student Learning Outcomes.
5	Discussion of Assessment	Students who have been with us longer (3-4 years) excelled in all
	Procedure and Results, and	or most outcomes. This is an argument for keeping the A.A.
	Effectiveness of Previous	degree rather than switching entirely to the A.ATransfer degree.
	Improvement Plans	A couple of students were clearly not ready for transfer. Their

portfolios lacked the visual awareness and technical skills needed to move forward with their goals. These students need to be encouraged to a take a few more classes so as to strengthen their skills before putting together a portfolio for transfer.

What makes a good portfolio for art related majors, such as

- What makes a good portfolio for art related majors, such as
  fashion or cartooning, do not reflect the work done at Cuesta. It
  was suggested that the instructor photograph the critique board
  to show faculty who are assessing the program a wider scope of
  work by each student.
- Artwork analysis (done later in the course) has been a good addition to the portfolio class.
- Writing and editing is a bit of an issue. It was suggested that an
  English instructor be a guest lecturer in class and /or set students
  up for English tutoring. Certainly, all students should be
  encouraged to take an Art History class as their writing generally
  improves based on the breadth of written assignments. Our fulltime Art Historian is willing to meet with students to help edit. It
  is recommended for studio instructors to give more writing
  assignments and to be strict about regarding corrections and the
  final quality.
- The question came up as to whether we should move Fine Art Review Day to December so that instructors could look at completed portfolios at that time and reinforce the recommendations from the portfolio class.

## 6 Recommended Changes & Plans for Implementation of Improvements

No changes are recommended for our degrees.

It would help transfer students put together better portfolios if instructors that taught intermediate classes would:

- 1. Give assignments that help the student find their individual voice.
- 2. Have the students do more writing that involves analysis of artworks.
- Work with students to rewrite/edit papers to improve their writing abilities and specifically the application of the elements and principles of design in describing/analyzing artwork.

Encourage all art instructors to give writing assignments that involve exhibitions in our gallery.

Creating a course flow chart to help students move through the program efficiently and to let students know they should enroll in the

		portfolio class toward the end of their time at Cuesta.
		Additional planned program improvements/objectives can be found in the Art Studio 2014-15 CPPR.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Full-time instructors have ongoing dialogue in monthly division meetings and include part-time instructors in dialogue through discipline specific meetings and the evaluation process.