

# Assessment: Course/Service Four Column



Dept - (CA) Art

## ARTS 10A:Three-Dimensional Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS10A_SLO_1</b> - The student will apply knowledge of basic elements and principles of design and use various basic materials appropriate to three-dimensional work.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Interaction with the students during their making process including group discussion. Each project focuses on certain design elements and principles while dealing with particular material according to the project.</p> <p><b>Target for Success:</b> 90% of the students apply the concept of design principles. 50% of them demonstrated effectively.</p> <p><b>Related Documents:</b>  <a href="#">Creative_ARTS_V4_CPR_IPBT_approved_11-24-2015.doc</a></p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met            Students achieved above the targeted success rate. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Most of the students respond well to all projects. The assignments serve as an introduction to the basic concepts and skills associated with three-dimensional design. Once learned, these basic principals can be applied and enhanced upon. It is apparent to me that hard working students make real progress regardless of my efforts to encourage and or assist them.</p>	<p><b>Enhancement:</b> The assessment results will include more group discussions during the art-making process. Rather than waiting until the end when the assignment is due, it is important to evaluate student work midway, as a way to help to improve individual student self-confidence and successful outcomes. I recently had a meeting with each student much earlier part in the quarter and discovered that the retention rate and attendance are much better than previous quarters.</p> <p>As a way to help ensure that students understand techniques, processes and or concepts, more structured homework assignments will help identify student weaknesses and strengths. Based on this information, I can tailor my lessons and individualize instruction to address possible gaps and/or weaknesses, in support of student success.</p>

(11/26/2016)

**Follow-Up:** Most of the students respond well to both the wire and carving project. The assignments serve as an introduction to the basic concepts of design principles and skills associated with three-dimensional design. Once learned, these basic principles can be applied and enhanced upon. It is apparent to me that hard working students make real progress regardless of my efforts to encourage and or assist them.

I strive to engage those students who are not fully engaged or who are not developing their projects to their full potential. It is my goal to encourage each student to make a commitment to their projects and develop decision-making and risk taking skills.

I've had a great deal of success with student participation and quick group projects. This process serves to engage the students by allowing them to work collaboratively and creatively with each other. The process serves as a foundation for the more difficult individual projects. The students get to know one another and can depend on not only me, but one another for support.

(11/26/2016)

*Student Learning Outcomes (SLOs)*

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**Project** - Interaction with the students during their making process including group discussion. Each project focuses on certain design elements and principles while dealing with particular material according to the project.

**ARTS10A\_SLO\_2** - The student will apply critical thinking, problem solving and analytical skills through idea exploration.

**SLO Status:** Active

**Project** - Instruction and discussion during the making process and a critique after each assignment is completed.  
**Target for Success:** 90% of the students apply the critical thinking, problem solving and analytical skills during the making process of the project.

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met  
Students met above the targeted success percentage. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** As far as the sketchbook, 80% of the class provided a decent amount of sketches with good idea development. Student's who are interested in art, design, architecture, etc., would benefit from taking the appropriate drawing class(es) as a way to improve their technical and analytical skills. The critiques have been set-up to allow each student five minutes to discuss their project. This format allows enough time for each student to present their work and garner feedback from classmates. Not all students are comfortable participating in the critique process. As a way to address this, I am considering breaking the students out into groups, have them discuss their projects, regroup and present their findings – with each student providing a minimum of one comment.

**Enhancement:** I try to engage students in discussions, but it is a challenge for some students to participate. I am trying to employ more active learning methods to improve student engagement, including group discussions and projects. As a way to address the needs of each student I am exploring different ways to ensure that their needs are met. I also let the students know that I am also available during my office hours and via email. (11/26/2016)

**Follow-Up:** As far as the sketchbook, 80% of the class provided a decent amount of sketches with good idea development. Student's who are interested in art, design, architecture, etc., would benefit from taking the appropriate drawing class(es) as a way to improve their technical and analytical skills. The critiques have been set-up to allow each student five minutes to discuss their project. This format allows enough time for each student to present their work and garner feedback from

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**ARTS10A\_SLO\_3** - The student will use basic hand and power tools appropriate for each assignment.  
**SLO Status:** Active

**Demonstration** - Thorough safety demonstration followed by a shop safety test. Continuing instruction and supervision.  
**Target for Success:** 90% of the students used basic hand and power tools safely and properly.

**Project** - Students will be given a through shop demonstration followed by a shop safety test. They will be supervised throughout the quarter. A demonstration exemplifying safety and proper usage for both tools and material is given. For the carving project, students are taught the proper use plaster carving tools, including chisels and finishing methods.

**Target for Success:** All students are able to utilize basic tools safely and properly.

**Comments/Notes:** The shop safety demonstration, which includes the correct use of hand and power tools is followed by a safety test. All

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Student's performance in safe handling and technical knowledge in basic hand and power tools. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The shop safety demonstration, which includes the correct use of hand and power tools is followed by a safety test. All students must pass the safety test. After passing the shop safety test, 100% of the students use their tools appropriately and follow the safety rules. This process has proven to be valuable for students, because it helps ensure safety within the classroom. Presently the test consists of true or false questions. In the future I plan to introduce multiple-choice questions as well.

classmates. Not all students are comfortable participating in the critique process. As a way to address this, I am considering breaking the students out into groups, have them discuss their projects, regroup and present their findings – with each student providing a minimum of one comment.  
(11/26/2016)

**Enhancement:** The department needs more tools so that each student can use them with less sharing. This will help the students be more productive, as opposed to standing around waiting for a tool. Tools need to be repaired or replaced on an ongoing basis. It is important that our program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The technician also helps students solve technical problems and provides shop maintenance.  
(11/26/2016)

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students must pass the safety test. After passing the shop safety test, 100% of the students use their tools appropriately and follow the safety rules. This process has proven to be valuable for students, because it helps ensure safety within the classroom. Presently the test consists of true or false questions. In the future I plan to introduce multiple-choice questions as well.

# ARTS 10B:Intermediate Three-Dimensional Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS10B_SLO_1</b> - The student will apply an advanced level of elements and design principles. Explore and formulate an in-depth, personal and concise visual statement.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - During the design phase of the project, the teacher collaborates with the students individually to discuss their projects and encourage them to develop a design which utilizes concepts and techniques learned in ARTS 10A. The sketchbook is used as a tool to guide the process and is considered a component for assessment. Students taking 10B are encouraged to use the sculpture studio outside of class time.</p> <p><b>Target for Success:</b> Majority of the students responded positively and tried to apply more advanced level of design skills.</p> <p><b>Comments/Notes:</b> Assessment results will help identify the success of a given assignment. If the student adequately addresses the concepts and successfully explores and enhances upon learned principles, the assignment(s) will improve student learning. The objective is to help ensure continued growth in relation to the use of tools, idea development and project completion.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Projects demonstrating elements and principles of design successfully. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> About 75% of the students responded positively by creating a variety of ideas. The students took the initiative to explore their personal style, incorporate previously learned techniques and developed unique design concepts.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>90% of students apply Advanced level of design issues including elements and principles. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> About 75% of the students responded positively by creating a variety of ideas. The students took the initiative to explore their personal style, incorporate previously learned techniques and developed unique design concepts. The remaining 25% did not demonstrate an intermediate level capability, including, studentship and or commitment to the class.</p>	<p><b>Enhancement:</b> Assessment results will help identify the success of a given assignment. If the student adequately addresses the concepts and successfully explores and enhances upon learned principles, the assignment(s) will improve student learning. The objective is to help ensure continued growth in relation to the use of tools, idea development and project completion.</p> <p>(11/26/2016)</p> <p><b>Follow-Up:</b> It is important that the ARTS 10B Three-Dimensional Design program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The lab technician also helps students solve their technical problems and provides shop maintenance.</p> <p>(11/26/2016)</p>

*Student Learning Outcomes (SLOs)*

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**Project** - Successful application of ideas based on elements and principles of design within the projects.  
**Target for Success:** 90% of students should demonstrate the ability.  
**Comments/Notes:** About 75% of the students responded positively by creating a variety of ideas. The students took the initiative to explore their personal style, incorporate previously learned techniques and developed unique design concepts. The remaining 25% did not demonstrate an intermediate level capability, including, studentship and or commitment to the class. Early assessment of preliminary projects would help identify a student's level of interest and involvement.

**ARTS10B\_SLO\_2** - The student will construct an individually advanced project focusing on specific materials appropriate to a more involved three-dimensional concept.

**SLO Status:** Active

**Project** - ARTS 10B projects are focused on model making, including more functional objects such as pieces of furniture, light fixtures, mailboxes, etc.. The projects vary from quarter to quarter. Two assignments were given which included a small scale model of a chair and a light fixture project utilizing found objects. Concepts and ideas relating to the Initial stages of the model chair project included peer review by fellow students. The students were given a basic shop safety demonstration on the proper use of all hand and power

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Students met expected level of outcome. (11/26/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students were excited about the opportunity to take advantage of the shop. During class and after hours, it is necessary to supervise the students while they operate the tools and machinery to ensure individual safety. Both the model chair project and the found object lamp assignment were well received. Students worked collaboratively by providing feedback and ideas to one another. Groups of students toured the campus in search of items for their lamp project. Collaborative work builds community within the classroom and is helps create an improved learning environment and student success.

**Enhancement:** Based on the outcome of the model chair project, it became apparent that in most cases the more simplified projects resulted in better outcomes. The more complex projects proved to be too cumbersome for many students. To help ensure better outcomes, it is important to remember that idea development needs to include not only the concept, but the material which best suits the project. The use of tools also needs to be evaluated. In some cases the extensive use of tools

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	<p>tools as a way to ensure individual safety and provide each student with enhanced technical capabilities.</p> <p><b>Target for Success:</b> The students were excited about the opportunity to take advantage of the shop. During class and after hours, it is necessary to supervise the students while they operate the tools and machinery to ensure individual safety. Both the model chair project and the found object lamp assignment were well received. Students worked collaboratively by providing feedback and ideas to one another. Groups of students toured the campus in search of items for their lamp project. Collaborative work builds community within the classroom and is helps create an improved learning environment and student success.</p>		<p>detracts from the desired outcome. (11/26/2016)</p> <p><b>Follow-Up:</b> It is important that the ARTS 10B Three-Dimensional Design program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The lab technician also helps students solve their technical problems and provides shop maintenance. (11/26/2016)</p>
<p><b>ARTS10B_SLO_3</b> - The student will develop enhanced critical thinking and problem solving skills. <b>SLO Status:</b> Active</p>	<p><b>Project</b> - ARTS 10B students gather as a group to discuss their individual ideas and projects. I utilize this teaching method to encourage students to exchange ideas, to get to know each other and support each other during the art making process. As students in ARTS 10B, they are expected to take more initiative in their idea development. I consult with the group regularly to offer input and suggestions on their proposals. Students are expected to create a sketchbook and share it with the instructor on a regular</p>	<p><b>Program Review Reporting Year:</b> 2015-2016 <b>Target :</b> Target Met The majority of students successfully demonstrated their knowledge of critical thinking and problem solving skills. (11/26/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The collaborative methods of the intermediate students provide a comfortable learning environment, which is conducive to working as a team, the sharing of ideas and problem solving. Working as an independent group allows them some flexibility within a structured environment. I have found this process to be successful and well received by the students. As the instructor of two levels of instruction within one classroom environment, I find it changeling to balance my time equally among the different groups. The</p>	<p><b>Enhancement:</b> As a way to meet the varying needs of my ARTS 10A students, I have found the collaborative method of the 10B group to be conducive to the overall structure of the class. While the intermediate level students are meeting, it allows me time to meet with the ARTS 10A students and get them started on their projects. (11/26/2016)</p>



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basis.

**Target for Success:** The majority of the students showed more developed critical thinking and problem solving skills successfully.

entry-level students need more individualized attention, while the intermediate students need guidance to help ensure the success of their projects. The strength of the intermediate level students increases my ability to provide quality instruction to each student overall within the classroom.

## ARTS 12:Design and Color

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS12_SLO_1</b> - Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - A final project demonstrating all the painting techniques and historical and current theories learned throughout the quarter.</p> <p><b>Target for Success:</b> 90% or better will achieve a grade of C</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>I am extremely satisfied with the students grasp of color theory, brush application and content exploration. (11/15/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I updated my syllabus and students are pleased with the new challenges.</p>	<p><b>Enhancement:</b> The students were very excited to work on the final project which was a culmination of all they had learned from the class. All the projects and the pace of the class worked well for the desired outcomes. (10/27/2016)</p> <p><b>Follow-Up:</b> Progress continued on track for excellent outcomes. (11/15/2018)</p> <p><b>Follow-Up:</b> Students are doing great! (11/15/2018)</p>
	<p><b>Project</b> - In the final project, students chose a color scheme to demonstrate their understanding of the importance of communicating an idea through one of six color schemes in conjunction with a contemporary socio-political-cultural topic.</p> <p><b>Target for Success:</b> 100%</p>		

# ARTS 14A:Watercolor Painting I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS14A_SLO_1</b> - Students will communicate and express ideas creatively in watercolor painting while demonstrating and applying techniques of the creative process. <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students completed a series of paintings, particular criteria being given for each. Beginning with a monochromatic still life of personal items, they progressed through learning color with subjective as well as objective purposes in representational and non-objective work, building their technical skills. <b>Target for Success:</b> 85% of students should receive a B- grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017 <b>Target :</b> Target Met All students were successful in meeting all criteria of the paintings. All students received a B or better with 65% receiving an A or better in the class. (12/10/2017) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students achieved a high level of success in this class. They were shown examples of master and student art works demonstrating the various elements required in the assignments as well as demonstrations of the various techniques required. They also were required to complete a journal with specific skill building exercises and sketches for their paintings. The good skills of some of the students helped the others. As they worked some students needed further help with composition along with techniques.</p>	<p><b>Enhancement:</b> More explanation of compositional aspects of the examples with more discussion of the elements and principles of design will be helpful. I will also require them develop more than one thumbnail sketch during the first minutes of the painting session before they begin their paintings so as to explore more compositional possibilities. (12/10/2017)</p>

## ARTS 14B:Watercolor Painting II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS14B_SLO_1</b> - The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lifes and photographs as well as from the imagination.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students completed a series of five paintings, particular criteria being given for each. A pair of paintings asked students to explore imagery showing their own dream and memory. They were allowed to use objective, photographic, and imaginary references in their exploration.</p> <p><b>Target for Success:</b> 85% of students should receive a B- grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All students were successful in meeting all criteria of the paintings with all receiving a grade of A on the assignment and an A or better in the class. (12/10/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> As these paintings were about their own ideas or experiences the students were able to really explore the expressive nature of color and painting and developed some very personal paintings. All succeeded in creating affective portrayals of more abstract thought into visual imagery showing a very personal style.</p>	<p><b>Enhancement:</b> As dreams and memories are very connected to emotional feelings more discussion how the type of marks made, clarity of focus or not, and color affects the subjective matter of the image will be helpful. They could also use more encouragement to sketch things out quickly to explore their composition before committing to their painting. (12/10/2017)</p>
<p><b>ARTS14B_SLO_2</b> - The student will create paintings that explore a range of color as well as technical and conceptual variations in their artwork and demonstrate an understanding of the creative process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students completed a series of five paintings, particular criteria being given for each. In one of the assignments students worked non-objectively with a split complimentary color scheme dividing the composition into areas of geometric and organic shapes exploring the subjective nature of shape and color. Students were given a rubric to help them evaluate their own work.</p> <p><b>Target for Success:</b> 85% of students should receive a B- grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All students were successful in meeting all criteria of the paintings with all receiving a grade of A on the assignment and an A or better in the class. (12/10/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students developed wonderfully complex, beautiful paintings for this project so a high level of success was achieved. They were shown examples of master and student art works demonstrating the various elements required in the assignment. As they worked some students needed further help with composition along with techniques. As their group was small they developed camaraderie and frequently discussed their work among themselves as they progressed on their paintings since they seemed a bit unsure about working non-objectively. This contributed to their success.</p>	<p><b>Enhancement:</b> More explanation of compositional aspects of the examples with more discussion of the elements and principles of design will be helpful. I will also require them develop more than one thumbnail sketch before they begin their paintings so as to explore more compositional possibilities. This was a difficult assignment for them to get started with. More sketching before starting the painting will be helpful. Their working together was very helpful and I will definitely have this class do this in the future. (12/10/2017)</p>

# ARTS 14C:Watercolor Painting III

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**ARTS14C\_SLO\_1** - The student will reproduce basic watercolor painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.

**SLO Status:** Active

**ARTS14C\_SLO\_2** - The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork and demonstrating an understanding of the creative process.

**SLO Status:** Active

# ARTS 15A:Acrylic Painting I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS15A_SLO_1</b> - The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Final project- Students were required to compose a collage and then duplicate it in acrylic paint</p> <p><b>Target for Success:</b> 100%</p> <p><b>Comments/Notes:</b> Students performed beyond expectations</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students met the SLO (11/19/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students performed best when demonstrations were short and concise.</p>	<p><b>Enhancement:</b> I will continue to seek out ways to inspire students to creatively communicate their points-of-view with acrylic painting. (11/19/2018)</p>
<p><b>ARTS15A_SLO_2</b> - The student will demonstrate an understanding of the creative process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students were required to demonstrate various techniques using acrylic paints, mediums and color theories</p> <p><b>Target for Success:</b> 100%</p> <p><b>Comments/Notes:</b> Students performed beyond expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students performed above expectations. (11/19/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students needed more help than I expected to begin their creative process.</p>	<p><b>Enhancement:</b> I will continue to research ways for students to find their personal creative voices. This may be more readings, film clips, as well as more discussions on the nature of creativity. (11/19/2018)</p>

# ARTS 15B:Acrylic Painting II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS15B_SLO_1</b> - The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Final project</p> <p><b>Target for Success:</b> 100%</p> <p><b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students performed at above projected level. (11/19/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I plan to keep the current plan but will reflect again at a later date.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Students met the SLO (01/27/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Class will continue to be assessed.</p>	<p><b>Enhancement:</b> I will continue to research ways to inspire students to creatively communicate their personal points-of-view. (11/19/2018)</p>
<p><b>ARTS15B_SLO_2</b> - The student will demonstrate an understanding of the creative process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students chose a personal theme for the quarter relating to "contemporary happenings" in society.</p> <p><b>Target for Success:</b> 100%</p> <p><b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students performed above expectations. (11/19/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research topics relating to the medium as inspiration for assignments.</p>	<p><b>Enhancement:</b> I will continue to research topics as inspiration for student projects. (11/19/2018)</p>
<p><b>ARTS15B_SLO_3</b> - The student will create paintings that explore a range of color as well as technical and conceptual variations in their artwork.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Final project. Students were expected to demonstrate a range of techniques relating to color theories, brush work, mmedium usage as well as conceptual themes.</p> <p><b>Target for Success:</b> 100%</p> <p><b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students performed above expectations. (11/19/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research contemporary acrylic paintings as visual references for techniques, color theory usage, brush usage as well as conceptual themes.</p>	<p><b>Enhancement:</b> I will continue to research contemporary acrylic paintings as visual references to technique, color theory, brush work as well as conceptual themes. (11/19/2018)</p>

# ARTS 15C:Acrylic Painting III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS15C_SLO_1</b> - The student will reproduce basic acrylic painting techniques to create a variety of paintings that draw from an objective point of view using still-lives and photographs as well as from the imagination.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - final project  <b>Target for Success:</b> 100%</p> <hr/> <p><b>Laboratory Project</b> - Students were required to compose a project based on a personal theme relating to contemporary society.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students performed above expectations. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research topics that inspire students' creativity.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Students met the SLO (01/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> class will continue to be assessed.</p>	<p><b>Enhancement:</b> I will continue to research topics to inspire students' creativity. (11/19/2018)</p>
<p><b>ARTS15C_SLO_2</b> - The student will demonstrate an understanding of the creative process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students were asked to demonstrate the creative process by composing three paintings based on a personal theme relating to contemporary society.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students were asked to compose three paintings based on a personal theme. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research topics to inspire students' creativity.</p>	<p><b>Enhancement:</b> I will continue to research topics to inspire students' creativity. (11/19/2018)</p>
<p><b>ARTS15C_SLO_3</b> - The student will create a series of paintings that explore a range of color as well as a technical and conceptual theme uniting their artwork.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students were required to demonstrate techniques relating to medium usage, brush work as well as conceptual themes.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Students performed above expectations.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students were asked to demonstrate, via three paintings, various techniques relating to the medium. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research contemporary acrylic paintings to inspire student projects.</p>	<p><b>Enhancement:</b> I will continue to research contemporary acrylic paintings to inspire student projects. (11/19/2018)</p>



# ARTS 16A:Oil Painting I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS16A_SLO_1</b> - Students will develop and utilize critical thinking skills in their understanding of paintings from several time periods, demonstrating this in three ways: aesthetically, technically, and philosophically.  <b>SLO Status:</b> Active</p>	<p>Final Project  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Students more than achieved the goals of the class. They demonstrated basic knowledge of color theory, paint application and exploration of oil painting history from the 15th century to the present. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to assess.</p>	<p><b>Enhancement:</b> I will continue to research contemporary oil paintings as visual references to inspire students' creativity (11/19/2018)</p> <hr/> <p><b>Enhancement:</b> Students were highly motivated and achieved the goals set successfully. The projects and pace of the class attributed to a successful learning environment. (10/27/2016)</p> <p><b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>

# ARTS 16B:Oil Painting II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS16B_SLO_1</b> - Construct rigid and flexible supports for oil paint media.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Demonstrate painting techniques in three assigned projects including historical references and contemporary theories.  <b>Target for Success:</b> 90% of class to achieve a grade of C or better</p> <hr/> <p><b>Project</b> - Students completed three paintings for the quarter that demonstrated various techniques ranging from color experimentation, multiple brush techniques, and the creative exploration of contemporary socio-political-cultural themes.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            I am very satisfied with the students' continuing progress in oil painting. They proceeded to challenge themselves in all areas--color theory, brush application, and content exploration. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I plan to review and update for next cycle.</p>	<p><b>Enhancement:</b> I will continue to research contemporary oil paintings as visual references to inspire students' creativity. (11/19/2018)</p> <hr/> <p><b>Enhancement:</b> Students motivated each other to achieve excellent results. The projects were planned and paced appropriately for a successful outcome. (10/27/2016)</p> <hr/> <p><b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>
<p><b>ARTS16B_SLO_2</b> - Apply more advanced techniques with various brushes.  <b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students will execute three paintings and utilize various brush techniques.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Students performed better than expected. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research contemporary oil painters and their techniques to use as visuals in my lectures.</p>	<p><b>Enhancement:</b> I will continue to research contemporary oil painters and their techniques to use as visuals for student demonstrations and lectures. (11/19/2018)</p>

# ARTS 16C:Oil Painting III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS16C_SLO_1</b> - Apply advanced color theories related to an original theme.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Final project  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Students more than met the expectations for oil painting 3. They continued to progress in their grasp of color theory, brush and paint application, as well as content experimentation. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to assess.</p>	<p><b>Enhancement:</b> Students achieved excellent results. The projects and pace of the class were planned appropriately to achieve successful learning outcomes. (10/27/2016)  <b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>
	<p><b>Project</b> - Students completed three paintings based on their interpretation of German Expressionism from the early part of the 20th century. They were tasked to explore color schemes, various brush techniques as well as new visions for composition.  <b>Target for Success:</b> 100%</p>		
<p><b>ARTS16C_SLO_2</b> - Demonstrate aesthetic growth through decision making processes related to original theme.  <b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Students will execute three paintings of a personal theme of their choice relating to contemporary society.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Students performed better than expectations. (11/19/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to research contemporary oil paintings to inspire students' creativity.</p>	<p><b>Enhancement:</b> I will continue to research contemporary readings and artists to keep projects current and inspiring. (11/19/2018)</p>

# ARTS 18A: Ceramics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>ARTS18A_SLO_1</b> - Students will be able to demonstrate competency in basic construction techniques; pinch, coil, slab, and wheel.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students have demonstrated a mid-level craftsmanship with wheel throwing. Students had about 2.5 weeks to learn centering, pulling, trimming, and finishing the cylinder.  <b>Target for Success:</b> 80% of the students will complete the project with high craftsmanship.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students met SLO's (01/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students completed projects.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Not Met            Looking at the final craftsmanship of the projects, more than 2/3rds created "A" work. The rest of the students struggled completing the project, and with this a poor grade was reflected. (03/26/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I found that the students weren't able to complete the project in the allotted time provided (2.5 weeks or 5 work sessions), with high craftsmanship.</p>	<p><b>Enhancement:</b> Combining wheel and slab projects has allowed students to maximize both projects while offering more wheel time. This has increased student's proficiency in wheel forming. (01/06/2017)</p> <hr/> <p><b>Enhancement:</b> note to reconfigure calendar to provide more wheel time... (03/26/2014)</p>
<p><b>ARTS18A_SLO_2</b> - Students will be able to demonstrate competency in glaze application.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students were required to make three initial projects using the pinch or slab construction processes. Each piece was to be bisque fired and then glazed using any of the studios' glazes and fired in a reduction atmosphere to cone 9. The goal for their glaze application was to match the studio glaze example and yet still have a glaze application that was incorporated into the design of their pinch or slab project without having any of the glaze run off on to the kiln shelves during the firing.  <b>Target for Success:</b> 100 percent of the students should receive an A grade  <b>Comments/Notes:</b> bill geisinger assessed for winter 2016</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students met SLO's. (01/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students completed project with success.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Not Met            In general students performed well with this initial assignment. 20 percent had a problem with one or more of their three pieces. Either they used too much glaze and there were glaze faults such as crawling or running or they did not use enough glaze and their pieces were rough and the glaze did not match the color and surface characteristics of the studio glaze example. The target goal of 100% success was not met. (04/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Determining whether the glaze is incorporated into the piece design is more difficult to assess. There are too many options and a more specific assignment of covering the entire piece excluding the foot would be a more realistic challenge for a</p>	<p><b>Enhancement:</b> Ceramic cookies are being used under student's works. Running glaze is part of the learning curve. This helps to protect our equipment and show the students first hand what happens when glaze is improperly applied. (01/06/2017)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

beginning student to accomplish and understand.  
~Geisinger

## ARTS 18B: Ceramics (Beginning Wheel Throwing)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS18B_SLO_1</b> - Students will be able to demonstrate competency in basic wheel throwing techniques; centering, opening, pulling, shaping and finishing.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students enter the class with no to little throwing skills. Students have five class sessions to fulfill their first project. Project 1- Throw and trim 4 cylinders using 2 lbs of clay.  <b>Target for Success:</b> 100% of the students should complete the project. 80% should earn a "B" or better grade.</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            More than 80% of the students completed the project with very positive grades. (01/29/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students who utilized the "open studio" time excelled with the project. An average of 2-3 extra hours per week is highly beneficial to student success.</p>	<p><b>Enhancement:</b> Beginning project #1 should be combined with project #2. Both start out as cylinders and then project 2 would naturally continue into cylinders with handles. Bring a cup day was very successful in terms of critiquing per-existing finished pieces. This proved to be a good way to jump-start the students. (03/05/2018)  <b>Follow-Up:</b> Enhancement incorporated into projects for next term. (03/05/2018)</p>
<p><b>ARTS18B_SLO_2</b> - Students will be able to demonstrate competency in trimming and completing thrown forms.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students have five classes to complete their second project, bowls. Two bowls should be trimmed and glazed for the critique.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Students completed the project. Attention need to be given to resolving the foot of the bowl so that it emulates the gesture of the piece. Students have a tendency to repeat what is physically successful rather than experimenting with trimming as voice.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students should be able to recognize three different styles of trimmed feet and rims. Best two bowls will be critiqued. Group critique to follow completed work. (03/05/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students were engaged in learning and building processes. The target was met. Students prepared finished pieces for critique.</p>	<p><b>Enhancement:</b> In the future I would recommend several different YouTube video tutorials on both the throwing and trimming of bowls. Every student has different physical needs and learning curves, so it's likely that showing them a variety of different styles would help them to resonate more clearly with a certain process, and hopefully expedite their learning pace. (03/05/2018)  <b>Follow-Up:</b> Enhancement incorporated into projects for next term. (03/05/2018)</p>

## ARTS 18C: Ceramics (Intermediate Wheel Throwing)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>ARTS18C_SLO_1</b> - Students will be able to demonstrate competency in intermediate wheel throwing techniques; centering, opening, pulling, shaping and finishing.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students are to complete a carrier with accompanying cups. Project sketches that include scale, clay bodies, surface decorations, and concept are used to develop the work.  <b>Target for Success:</b> 100% of the students should complete the project. 90% should earn a "B" or better grade.  <b>Comments/Notes:</b> Attention to detail should be a priority for students. Cohesively incorporating the concept into the piece would be a great goal, but not expected as students are just being introduced to this method expression.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students met SLO's. (10/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Great diversity in the project. Forms were great, surfaces lacking energy and craftsmanship. Introduce test tiles at start of project.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Students fulfilled my expectations and received a "B" or higher grade. (02/10/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students at this level have developed a passion for the medium. Their understanding of design principles and composition is weak, and needs some nurturing.</p>	
<p><b>ARTS18C_SLO_2</b> - Students will be able to demonstrate competency in trimming and completing intermediate thrown forms.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students are to complete a carrier with accompanying cups. Project sketches that include scale, clay bodies, surface decorations, and concept are used to develop the work.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Glazing as a method to visually lock the pieces together needs to be emphasized. How can you create unity within the set, while still exploring individual beauty within each piece.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students met SLO's (10/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students could use a small design lecture in regards to positive/negative space, color schemes, unity/variety.</p>	

## ARTS 18D: Ceramics Hand Building

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS18D_SLO_1</b> - Students will be able to demonstrate competency in hand construction techniques; pinch, coil, slab.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Pr 1- Students will make four hand built tea bowls as intro project. (Solid and carved, using only their hands, hard/soft slab only, coil or pinch.) Grades will be based on quality of craftsmanship, project fulfillment, and artistic merit.  <b>Target for Success:</b> 100% of students should complete the project, and 80% should receive a "B" grade or higher.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students met SLO's (01/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students complete projects.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            All of the students completed the project. Various levels of skill were demonstrated. (02/05/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Four classes were allotted for project completion. Students had trouble getting into the project. Three classes might inspire them jump into the project more aggressively.</p>	
<p><b>ARTS18D_SLO_2</b> - Students will be able to demonstrate competency in glaze and slip application.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students will be evaluated on final glazing of all projects.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Student's met SLO's (01/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students completed all projects.</p>	



## ARTS 18E: Ceramics (Advanced Wheel Throwing)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS18E_SLO_1</b> - Students will be able to demonstrate competency in advanced wheel throwing techniques; centering, opening, pulling, shaping and finishing.  <b>SLO Status:</b> Active</p>	<p>Pr. 1- Students will replicate a master work of ceramics. Form and surface should be investigated and replicated. Test tiles for surface texture and color will also be evaluated.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students met SLO requirements. (10/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students excelled in making the form, but overall could use more guidance with surface. Introduce glazes and surfaces as test tiles when starting the project.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Students completed the project with high craftsmanship. (03/31/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students investigated the master work in detail. Test tiles proved to be a very important process and critical to the success of the final piece.</p>	
<p><b>ARTS18E_SLO_2</b> - Students will be able to demonstrate competency in trimming and completing advanced thrown forms.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students are asked to create two prototypes for both light and heavy forms. One of each is chosen during a preliminary critique and students are asked to replicate the forms seven times.  <b>Target for Success:</b> 100%  <b>Comments/Notes:</b> Trimming and finishing were explored as methods for providing depth in visual weight. Basic principles of design are introduced and encouraged. Students do great with this information. I believe the principles and elements should be reviewed in more of the projects.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students met SLO's (10/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Great project, participation and energy with students. Essential to the continued growth of the potter and sculptor.</p>	

# ARTS 19H: Ceramics Raku

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS19H_SLO_1</b> - Students will be able to demonstrate competency in contemporary raku firing technique; post firing smoking, patina development and development of surface refinement.  <b>SLO Status:</b> Active</p>	<p>Project 1- Students will complete a series of pieces using Terra Sigillata as a base, with and without added pigment. Pieces will be raku fired with a clear crackle glaze. Line blends will be assessed using a base Terra Sigillata and added mason stain.  <b>Target for Success:</b> All students should complete the project with success.</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Most students completed the project on time. A plethora of surface information was reviewed and all students participated in the critique. (11/05/2013)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Time management needs to be encouraged. A couple students procrastinated, which effected their ability to complete the project on time.</p>	
	<p><b>Portfolio Review</b> - Students should complete all projects for a portfolio review.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            All students fulfilled SLO's. (01/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student success.</p>	

# ARTS 19J: Ceramic Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS19J_SLO_1</b> - Students will be able to demonstrate competency in a variety of ceramic construction techniques</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - PR 1- Students created a vessel and three test tiles that incorporate burnout materials such as mung beans, lentils, barley, etc..</p> <p><b>Target for Success:</b> Students should learn how to include burnout materials without cracking their piece. Students should have documented samples of their work.</p> <p><b>Comments/Notes:</b> All students experimented with different burnout materials. Students should not build vessels thicker than 1/2 as thick as thicker works tended to crack. Overall I was 80% happy with the note taking in class. Some students had illegible notes or did not clearly label their tiles.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students met all of the required SLO's. (10/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Burnout was engaging for all students. Not only did they participate in the target project but they learned secondary instructions such as kiln firing/programming.</p>	
<p><b>ARTS19J_SLO_2</b> - Students will be able to demonstrate competency in combining ceramic construction techniques on the same ceramic form.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students should combine wheel thrown with hand altered platters. Students then will combine glaze patterns on bone dry wares with wax resist.</p> <p><b>Target for Success:</b> Students should make work that does not crack due to stressed clay. Students should experiment with different forms and patterns while maintaining structural integrity in their pieces.</p> <p><b>Comments/Notes:</b> 100% of students fulfilled the project. Since it looks like this project can be completed with ease, emphasis should be on stretching the creative and explorative process. Also emphasize the need to connect surface through</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students met all SLO's. (10/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students completed the project. In the future I would demonstrate a few more examples of projects in the slide show to help inspire. Students had a hard time getting started with this project.</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

applied design (glaze) and form.

# ARTS 19K: Ceramic Decoration

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS19K_SLO_1</b> - students will be able to demonstrate competency in a variety of ceramic surface decoration techniques; oxide, slip, luster, china paint, carving.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - For this particular SLO there are two methods of assessment, the first one is visual presentation of each finished project related to each learned and practiced surface decoration technique. The second one is verbal critique and discussion of all aspects related to the process of making and execution. The criteria used: accuracy of the execution, contemporary and historical visual averages, design principals, understanding of the relevancy of each technique to the stages of making the ceramic object.</p> <p><b>Target for Success:</b> Assure that all students are able to understand the theory behind each technique by reading the relevant material before starting work on each project; during detailed presentations and demonstrations of each technique reinforce the understanding of the process by asking questions; encourage critical thinking; practice each technique by using multiple forms.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All the students in the class were able to grasp the basic idea of various surface decoration techniques that can be done on ceramic objects (functional and sculptural) at different stages. Through the hands-on experience, by making multiple projects for each assigned technique, they learned different methods to their level of understanding. It allows students to use and explore learned methods further and implement them during their artistic practice. All students in the class received excellent grades. (12/10/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students passed the class with high grades. The structure of the class allowed students to be more experimental and, at the same time, get to their level of proficiency with each technique. One student dropped from the class intentionally, since he felt he needs more time to practice. He is going to sign up for the same class again.</p>	<p><b>Enhancement:</b> Continue to develop, practice and introduce new approaches and contemporary methods of teaching. Use more one-on-one critiques since students in class have different levels of ceramic experience. Use more physical examples in addition to the images and videos. (12/10/2017)</p>
<p><b>ARTS19K_SLO_2</b> - students will be able to demonstrate competency in a variety of ceramic surface decoration techniques developed in the firing; pit, raku, soda, wood.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Discussion</b> - This SLO was assessed through survey and verbal discussion of the different possibilities how alternative firings can enhance or alter the surface of the ceramic object.</p> <p><b>Target for Success:</b> To be able to visually distinguish between work</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were able to identify and visually compare work that was fired in different firings. Had a discussion about pros and cons of firings and how they may alter work. Students became aware of historical significance and the development of firing techniques in different countries. (03/05/2018)</p>	<p><b>Enhancement:</b> In the future, since class will be taught during a different quarter, it would be advisable to have more hands-on experience with alternative firings. Use various clay bodies and expose students to the different results of the firings based on clay</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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fired in different types of kilns and firing types and explain how the firing process works and influences changes of the surface decoration. Theoretic understand of the main principals of different of firing techniques and be able to talk about them.

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students were exposed to different firing techniques and became aware that firing techniques can be a critical factor that can influence the final result of the ceramic work. Surface decoration, as a result of the firing, has to be considered while planning a project and has to be determined for the functionally of the work.

properties. (03/05/2018)

## ARTS 19M: Ceramics Low Fire

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS19M_SLO_1</b> - Students will be able to demonstrate competency in selecting low fire materials and incorporating them into ceramic work.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Create a saggar using an open &amp; high fire clay body. Fire a piece of work in the saggar using organic materials such as seaweed, salt, egg shells, dried cow manure.</p> <p><b>Target for Success:</b> All students should complete the project. Students should expect bright flashing on their work.</p> <p><b>Comments/Notes:</b> 100% of students completed the work. Pieces that were wrapped tighter with the organic materials came out much more exciting.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students met all of the required SLO's (11/06/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Revised saggars had a much better survival rate. Recipe: 100lbs recycle clay, 5 gallon bucket of fine sawdust, 2 full ground softbricks.</p>	<p><b>Enhancement:</b> The use of metal such as copper wire , copper scour pads, and copper sheeting added wonderful flashing during the last firing. Students also used those metals to wrap tightly their organic materials. (11/06/2017)</p>
<p><b>ARTS19M_SLO_2</b> - Students will be able to identify low fired ceramic work from a variety of cultures.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students should complete all projects, each of which sample different techniques from a variety of cultures.</p> <p><b>Target for Success:</b> Completion of every project. 8/9 students completed every project.</p> <p><b>Comments/Notes:</b> Along with finished pieces, a portfolio of test tiles should be implemented into the curriculum. Students could then use those tiles to make more informed decisions regarding future works.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All students met the SLO requirement spring 2017. (11/06/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Emphasis was on finished tiles, not finished art works. This helped students detach from a final art product and instead focus on their surface projects.</p>	<p><b>Enhancement:</b> Demonstrations on making test tiles needs to be emphasized. Students take too long making test pieces and not enough time on the surface projects. (11/06/2017)</p>

# ARTS 1A:Introduction to the Visual Arts

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS1A_SLO_1</b> - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - I wrote ten-question quiz in preparation for the midterm exam wherein three of the questions related specifically to one of the course's SLOs. Specifically, the three quiz questions regarded the social experiences of arts and their relationships with their patrons, as discussed in class. I prepared the students for the quiz with a review. I did not inform my students that I was collecting or assessing data for the purpose of SLO reporting, or that I had earmarked in advance three questions from the ten for special attention.</p> <p><b>Target for Success:</b> My goal was for 80% of the students to answer all three designated questions correctly.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>After administering the quiz I collected it, and processed the relevant data. I found that 90% of my students answered all three designated quiz questions correctly. (05/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I found the SLO assessment process meaningful inasmuch as it validated the discussions and exercises my students and I have had in the classroom with the goal of understanding the complex social experiences of artists, specifically related to relationships between artists and their patrons.</p>	<p><b>Enhancement:</b> I will undertake this method of SLO assessment again in the future, since both preparation and discussion of the quiz was helpful to students in light of their upcoming midterm exam, and this method of assessing SLO data could be completed efficiently. (05/26/2016)</p>
<p><b>ARTS1A_SLO_3</b> - Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students were given a lecture regarding conceptualism and naturalism in artistic expression. This was followed by an assignment to create a "blind contour" drawing. Students were shown examples of the contour process as the process was explained, and they were then required to use this methodology to create their own works. This was a drawing of one continuous line based on strict observation of the person sitting next to them and requiring the student to look only at the person observed and not at the</p>		



paper they were drawing on.

**Target for Success:** The attempt was to demonstrate dramatically, through first hand effort, the difference between a conceptual approach to image making and one that draws directly from the scrupulous observation of nature. The goal was for a significant majority of students to create drawings that demonstrated this knowledge.

**Project -** Students were assigned specific art mediums/techniques to explore and were divided into groups of three. Students went to a local museum together; chose a specific work of art; researched and analyzed it. The focus of the analysis was the medium and techniques demonstrated in the piece. Next, students prepared a PowerPoint presentation and presented their findings to the class. Finally they submitted a short paper.

**Target for Success:** 85% of students will be able to complete the project and apply the material that was covered in class to new works of art that they viewed in a local collection. (Completion of the project was important for success as it demanded that students go especially to a museum.) Students will demonstrate that they understood the art mediums and techniques utilized in the specific

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met  
 SUBMITTED BY YAEL KARMI: 3 students out of 63 dropped the class before completion. 2 students prepared the presentation but didn't submit the required paper. Therefore almost 97% of students were able to complete the project.  
 Out of the students who were able to complete the project about 90-95% demonstrated that they sufficiently understood the techniques used in the production of works of art and were able to express their ideas both in a written format and oral presentation.  
 (06/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** I found that the requirement to go especially to a local museum is acceptable for most students in spite of the inconvenience for some of them. Furthermore, some students wrote in their papers that although they usually don't go to museums, they found this assignment enjoyable. With regards to the learning process – I found that firsthand evaluation of a work of art based enhanced students' critical and original thinking. The students who did not do well were those who quoted others' research but were not able to demonstrate their own sufficient understanding of the works.

**Enhancement:** I will continue to assign this project as it produced good results. In order to get even better results in the future, I will demonstrate in class how to do the analysis on a work of art while explaining the assignment. I believe it would help those students who didn't demonstrate sufficient understanding of the material.  
 (06/26/2016)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

work they viewed in a local collection.

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**ARTS1A\_SLO\_2** - Students will demonstrate visual literacy and critical thinking skills by evaluating diverse scholarly perspectives when interpreting works of art.

**SLO Status:** Active

# ARTS 1B:Architecture Past and Present

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS1B\_SLO\_1** - Students will analyze the social experience of architects, demonstrating how architects' relationship with their patrons was a defining factor in the production of buildings and monuments.

**SLO Status:** Active

# ARTS 20: Ceramics Individual Laboratory

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS20_SLO_1</b> - students will be able to demonstrate competency in using the ceramic studio equipment.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students should be fluent in the use of studio equipment. A portfolio of projects will determine this.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students were able navigate through studio with fluency and complete portfolio. (03/05/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Most students were self motivated and all completed work. Journal entries with sketches and source inspirations proved to be very valuable in their development.</p>	<p><b>Enhancement:</b> Pinterest or Instagram accounts for collection of source inspiration would be a great resource. (03/05/2018)</p>
<p><b>ARTS20_SLO_2</b> - students will be able to demonstrate competency in working individually on projects developed with the instructor.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - A portfolio will be assessed to determine quality of work produced by students.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students were able to produce quality bodies of work for their portfolio. (03/05/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students were engaged in their projects. Some had less time to work on pieces due to open studio scheduling conflicts, but still managed to fulfill their contract.</p>	<p><b>Enhancement:</b> Bi-weekly or every other week check-ins would be more helpful than bi-quarter. (03/05/2018)</p>

# ARTS 2A:History of Art (Europe from Prehistory through Early Christianity)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS2A_SLO_1</b> - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.</p> <p><b>SLO Status:</b> Active</p>			
<p><b>ARTS2A_SLO_03</b> - Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.</p>	<p><b>Project</b> - I wrote a paper assignment requiring students to visit one of two local museums, select an object produced between the years 28,000 BCE and 330 CE, and then respond to six questions in the form of a three to five page essay. One of the questions pertained to the media and techniques the artist used to create the work, while the other five questions asked the students to investigate the political, economic, religious, and cultural environment, which had been emphasized in class. I prepared my students for this assignment by reviewing the assignment in class. Students were not informed that I was collecting or assessing data for the purpose of SLO reporting.</p> <p><b>Target for Success:</b> My goal was for 85% of the students to visit one of the museums, view authentic art objects, and write an essay that followed the instructions regarding the processes artists used to produce a work of art, and how the art object fit into its specific time period.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            After the students submitted their essays, I carefully read their writing and processed the relevant data. I found that 95% visited a museum, examined the processes artists used to produce a work of art, and analyzed how the art object fit into its specific time period regarding the political, economic, religious, and cultural factors.            (06/17/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I found the SLO process rewarding because it confirmed my students' commitment to learning beyond the confines of the classroom. Moreover, it validated the emphasis of class discussions focused on political, economic, religious, and cultural factors that have impacted artists through time.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            SUBMITTED BY DEBORAH PASTUREL: After the students submitted their essays, I carefully read their writing and processed the relevant data. I found that 95% visited a museum, examined the processes artists used to produce a work of art, and analyzed how the art object fit into its specific time period regarding the political, economic, religious, and cultural factors.            (06/17/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will engage in this SLO method of assessment again in the future because it was an enlightening experience for my students to examine a work of art firsthand, and by learning to</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

evaluate and analyze a work of art, the students achieved greater success on exams.

## ARTS 2B:History of Art (Europe During the Middle Ages and the Renaissance)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS2B\_SLO\_1** - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

**SLO Status:** Active

# ARTS 2C:History of Art (Europe from the Baroque Period through Impressionism)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS2C_SLO_1</b> - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.</p> <p><b>SLO Status:</b> Active</p>			
<p><b>ARTS2C_SLO_3</b> - Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Other</b> - The purpose of this assignment is for the student to visit a local museum to view objects in person, select a work of art from the period studied in class (1600-1885) and write a research paper about the work discussing the artist and/or historical period, observable characteristics of the art style and method used in the creation of the work.</p> <p><b>Target for Success:</b> Completed project includes: 750-1000 word essay with minimum spelling errors, image of work, and museum receipt, Object discussion: artist background and/or historical period, method used to create object, visible characteristics of the art style Cited Sources: at least 3 sources</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>SUBMITTED BY LINDA BECERRIL: In general, the students were able to select an art object and discuss the object in terms of the artist or historical period, identify the methods used in the creation of the work as well as identify the characteristics of the art style of their selected work. Many of the students also compared the works to an object in the text which was an optional task and their use of art vocabulary was excellent. In total, 77% of the students met the target goal; of those students 3% were asked to revised their work to meet the goal (citations missing) and 23% did not submit the assignment. (06/21/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students did an excellent job of meeting the target goals. Challenges for those who were asked to resubmit some portion of the assignment focused on 1) first time writing about art; and 2) forgetting to include a “works cited” list. I allow students to resubmit a “works cited” list, as students may not have created one before. It is unclear why students do not submit the assignment. However, many of the same students who did not submit an assignment also had irregular attendance. On a positive note, for several students it is the first time they have made time to visit an art museum and find it a rewarding experience.</p>	<p><b>Enhancement:</b> 1) Allow more time in-class for art object discussion by students may help those who have not previously taken an art course.</p> <p>2) I provide an example of a “Works Cited” list, but perhaps showing students in class an online link to a tool may also help</p> <p>3) Currently, I request both a file submitted to Turn-it-in and a paper copy in class, but perhaps an online submission only may encourage more students to complete the assignment or paper copy only if comments wanted. (06/26/2016)</p>



# ARTS 2D:History of Art (Europe and the United States from Post-Impressionism to the Present)

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS2D\_SLO\_1** - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

**SLO Status:** Active

# ARTS 37A:Sculpture

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS37A_SLO_1</b> - The student will use a variety of materials effectively and safely. Use basic hand and power tools properly and safely which apply to the sculpture making process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Thorough safety demonstration, Shop safety test and follow-up instruction and supervision.  <b>Target for Success:</b> 90% of the students used basic hand and power tools and materials safely and properly.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students performed above expected level of competency. (11/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Most of the students respond well to all projects. The assignments serve as an introduction to the basic concepts and skills associated with sculpture making. Once learned, these basic skills can be applied and enhanced upon. It is apparent to me that hard working students make real progress regardless of my efforts to encourage and or assist them.</p>	<p><b>Enhancement:</b> The assessment results will include more group discussions during the making process. Rather than waiting until the end when the assignment is due, it is important to evaluate student work midway, as a way to help to improve individual student self-confidence and successful outcomes. I recently had a meeting with each student much earlier part in the quarter and discovered that the retention rate and attendance are much better than previous quarters. (11/26/2016)  <b>Follow-Up:</b> As a way to help ensure that students understand techniques, processes and or concepts, more structured homework assignments will help identify student weaknesses and strengths. Based on this information, I can tailor my lessons and individualize instruction to address possible gaps and/or weaknesses, in support of student success. (11/26/2016)</p>
<p><b>ARTS37A_SLO_2</b> - The student will develop and apply a personal and concise visual statement which represents a specific concept in a sculptural format. Place an emphasis on idea development and visual investigation.</p>	<p><b>Project</b> - Instruction and discussion during the making process and critiques after each assignment is completed.  <b>Target for Success:</b> 90% of the students attempted to create their visual statement through the</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students successfully develop their ideas and applied their personal and concise visual statement. (11/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> 80% of the students responded with a decent amount of drawings. Their ideas varied from abstraction to the human figure.</p>	<p><b>Enhancement:</b> Sketching as part of the creative process is an important tool which supports the development of a visual statement. I am planning to incorporate the sketchbook as one of the assignments.</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>SLO Status:</b> Active</p>	<p>project. Majority of the students successfully completed the sculpture.</p>	<p>The sketchbook serves as an important tool which helps students relay their ideas to me. I have found the sketchbook to be very useful and I will continue to stress the importance of its use</p>	<p>(11/26/2016)  <b>Follow-Up:</b> I'd like to introduce more active learning method to have a short group discussion every class meeting to see if it would work to encourage students to discuss their ideas.  (11/26/2016)</p>
<p><b>ARTS37A_SLO_3</b> - The student will practice critical thinking and problem solving skills.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Instruction and group discussion. Individual instruction throughout the quarter.</p> <p><b>Target for Success:</b> 90% of the students applied critical thinking and problem solving skills. The majority of them demonstrated effectively.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  Students actively practice critical thinking and problem solving skills during the making process. (11/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> During the critique and presentation of class projects, most students seem comfortable talking about those issues which they encountered during the sculpture making process. I have explored a variety of ways to engage all of the students and have found that peer review among the students is successful.  For the future I've considered breaking the students out into groups, having them critique their work, then present their comments to the class as a whole.</p>	<p><b>Enhancement:</b> As a way to develop their critical thinking skills, I plan to introduce a scrapbook/journal project in conjunction with their sketchbook. The purpose of the scrapbook journal is to further emphasize sculptural concepts, by incorporating a collection of images which explore an array of styles and approaches to sculpture.  (11/26/2016)  <b>Follow-Up:</b> I'll continue to assist students to further develop their ideas and technical skills.  (11/26/2016)</p>

# ARTS 37B:Intermediate Sculpture

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS37B_SLO_1</b> - The student will expand on idea development to include technical skills, visual investigation and the making process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Sketchbook review and group discussion. Individual instruction throughout the quarter.</p> <p><b>Target for Success:</b> 90% of the students apply more advanced technical skills. 70% of them expanded their ideas effectively.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>The majority of students utilized sketchbooks to develop their ideas and investigate the subject that inspires them. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The continuing students did a fine job presenting their art work during the critiques. 90% of the students covered issues of personal to them and reflected in their art. Some of the projects encountered technical problems, due to their complexity, however the students managed to work through the problems and resolve structural or content issues. As an instructor, I enjoy the challenge some pieces of sculpture create – solving technical problems supports critical thinking and reinforces one’s confidence.</p>	<p><b>Enhancement:</b> While I chose to allow independence for students in ARTS 37B, it is also important for the students to approach their projects realistically. Sometimes a project may be so difficult to create that it results in a discouraging experience. While even such an experience can promote critical thinking, it is important for the students to recognize technical limitations. These limitations can be expanded upon at one point, but should be seen as part of a learning process. (11/26/2016)</p> <p><b>Follow-Up:</b> In support of students in ARTS 37B it is important the sculpture program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. The technician also provides technical support and shop maintenance. (11/26/2016)</p>
	<p><b>Project</b> - Students continuing in ARTS 37B Intermediate Sculpture are allowed a certain amount of independence within the classroom environment. Based on the student’s concept and per the instructors’ approval students in ARTS 37B are expected to take initiative to complete their project. They are required to expand upon their technical skills, develop their own</p>		

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

ideas and explore their creativity. The students are expected to take advantage of the shop outside of class hours and participate in class critiques.

**Target for Success:** Successful completion of projects practicing technical skills and investigation to the subject.

**ARTS37B\_SLO\_2** - The student will develop critical thinking and problem solving skills. Further express a personal and concise visual statement which represents specific concepts in a sculptural format.

**SLO Status:** Active

**Project** - Students are expected to expand on their creativity, by studying other artist's work and by visiting galleries, museums, the library and Internet. Critiques and group discussions are also a requirement for ARTS 37B students. **Target for Success:** 90% of the students covered issues of personal to them and reflected in their art. Some of the projects encountered technical problems, due to their complexity, however the students managed to work through the problems and resolve structural or content issues.

**Project** - Students in ARTS 37B are expected to expand on their creativity, by exploring the art and philosophies of other artists and by visiting galleries, museums, the library and Internet. Their problem solving skills will require less input from the instructor, but may require recommendations on how to best proceed to help ensure successful results. Students may consider creating a series to exemplify a concept. Critiques and group

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Students per practiced above projected level. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The continuing students did a fine job presenting their art work during the critiques. 90% of the students covered issues of personal to them and reflected in their art. Some of the projects encountered technical problems, due to their complexity, however the students managed to work through the problems and resolve structural or content issues. As an instructor, I enjoy the challenge some pieces of sculpture create – solving technical problems supports critical thinking and reinforces one’s confidence.

**Enhancement:** It is a time consuming process to learn sculpture making. It is multi-faceted process. I plan to offer more focused subject, but the class size may have to manage the project according to the availability of tools and work space. (11/26/2016)

**Follow-Up:** I'll continue to manage the variety of class projects based on the class size and space availability. (11/26/2016)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

discussions are also a requirement for ARTS 37B students.

**Target for Success:** 90% of students successfully utilize critical thinking and problem solving skills.

# ARTS 37C:Advanced Sculpture

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS37C_SLO_1</b> - The student will emphasize on idea development, visual investigation and the sculpture making process on an advanced level.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - ARTS 37C Advanced Sculpture students will create their own project based on their own interests. The instructor meets individually with each student to discuss their concepts, special needs, areas of concern and technical approaches as they relates to the design of the sculpture they are creating. As advanced students they are required to take initiative for their project, manage their time appropriately, use the shop outside of class hours and participate in class critiques. As part of ARTS 37C students will be expected to maintain a current and up-to-date sketchbook.</p> <p><b>Target for Success:</b> The majority of students in ARTS 37C display a mature approach to the art of making sculpture. Their ideas are more highly developed and their technical skills are more pronounced. Most students at this level display a genuine interest in furthering their studies in fine art, model making, engineering and architectural design. Over the years, I have had the honor of writing evaluations for a number of advanced students wishing to pursue degrees in these fields. Whether their projects are large or small scale, the results always serve to inspire and motivate the beginning and intermediate students.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students continued to develop their ideas and investigated on their subjects. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students in ARTS 37C display a mature approach to the art of making sculpture. Their ideas are more highly developed and their technical skills are more pronounced. Most students at this level display a genuine interest in furthering their studies in fine art, model making, engineering and architectural design. Over the years, I have had the honor of writing evaluations for a number of advanced students wishing to pursue degrees in these fields. Whether their projects are large or small scale, the results always serve to inspire and motivate the beginning and intermediate students.</p>	<p><b>Enhancement:</b> In most cases, the size limitations of the studio space will dictate the scale of the individual projects being created by the students in ARTS 37C. Because the shop is shared with the 3-D and furniture design program, project size must always be a consideration. However, I continue to encourage the ARTS 37C to not limit themselves or their creativity due to space limitations. Students at this level are expected to expand on their abilities and understand the potential any given work has, large or small.</p> <p>(11/26/2016)</p> <p><b>Follow-Up:</b> For those students who do not excel at the advanced level, I monitor their projects closely, encouraging to them to work through areas of difficulty and experiment with different approaches as a way to problem solve and complete their assignment(s).</p> <p>(11/26/2016)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS37C\_SLO\_2** - The student will practice critical thinking and problem solving skills.

**SLO Status:** Active

**Project** - Based on their previous experience students in ARTS 37C must practice critical thinking and problem solving skills in conjunction with their project development in order to achieve a certain level of quality in their project. The instructor is available to provide input and recommendations on projects to support students. Again, the critique and presentation also help further refine their critical thinking skills.

**Target for Success:** Most of the advanced students develop solid ideas and display a commitment and dedication to creating their art assignments.

**Comments/Notes:** Students are more versed and aware of a variety of sculptural styles, artistic influences and concepts and often times draw upon this knowledge to create their own work. In some instances, I will ask the student if they are familiar with a particular artist and if not, will provide them with information which may be of interest to them.

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

The majority of students practiced critical thinking and problem solving skills on an advanced level. (11/26/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the advanced students in ARTS 37C develop solid ideas and display a commitment and dedication to creating their art. Students are more versed and aware of a variety of sculptural styles, artistic influences and concepts and often times draw upon this knowledge to create their own work. In some instances, I will ask the student if they are familiar with a particular artist and if not, will provide them with information which may be of interest to them. As a way to monitor student progress I check in with them on a weekly basis.

**Enhancement:** I'll continue to do my best to help promote the student's critical thinking and problem solving skills. In response, students are expected to be an active part of the creative process at the advanced level. Sketchbooks and project critiques will support and enhance student learning.  
(11/26/2016)

**Follow-Up:** In support of the students in ARTS 37C, it is important for the sculpture program to retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. The technician also provides technical support and shop maintenance.  
(11/26/2016)

**ARTS37C\_SLO\_3** - The student will employ materials appropriate to advanced sculptural work.

**SLO Status:** Active

**Project** - I provide all students with a list of suppliers in the San Francisco Bay Area, a list of on-line suppliers and out of state suppliers for specialty items. Students are encouraged to find materials around them including recycled or "found objects". Students in the advanced class will be expected to explore a

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Students explored the ideas of the sculpture materials that some may be non-traditional and the materials itself has its own symbolism or further developed and explored continuously with the materials that they have been working on. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students in ARTS 37C take the initiative to purchase or obtain a wide

**Enhancement:** I'll continue to promote this approach so that the students can explore their creative thinking and practice an independence and freedom in their art making. Students taking ARTS 37C will be graded on how successful the materials they incorporate along with their



Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>variety of new mediums or will work toward mastering a specific material which of interest to them.</p> <p><b>Target for Success:</b> The majority of the students were able to utilize the material appropriate to the advanced level sculpture projects successfully.</p> <p><b>Comments/Notes:</b> All students in ARTS 37C take the initiative to purchase or obtain a wide variety of materials for their projects. Some of the materials have included metal rods from steel suppliers, popsicle sticks, found drift wood, a scrap airplane tail wing, all sorts of fabric, etc. The diversity of the materials allows for more freedom of their artistic expression.</p>	<p>variety of materials for their projects. Some of the materials have included metal rods from steel suppliers, popsicle sticks, found drift wood, a scrap airplane tail wing, all sorts of fabric, etc. The diversity of the materials allows for more freedom of their artistic expression. As mentioned previously, when students are working with a variety of especially new and unfamiliar materials, technical problems tend to arise more frequently. It's important to pay close attention to the students as they work to help ensure safety and successful outcomes.</p>	<p>design elements (11/26/2016)</p> <p><b>Follow-Up:</b> In support of the students in ARTS 37C, it is important for the sculpture program to retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. The technician also provides technical support and shop maintenance. (11/26/2016)</p>
<p><b>ARTS37C_SLO_4</b> - The student will apply a knowledge of both safe and proper use of all shop tools.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - All students are encouraged to use the shop once they've participated in the safety demonstration and passed the shop safety test. Continuing students in ARTS 37C are required to participate in the safety demonstration and pass the safety test every time they take the class. Students at the advanced level will demonstrate proper and safe use of all hand and power tools.</p> <p><b>Target for Success:</b> 99% of the students completed the safety demonstration and passed the shop safety test. They moved on to the making phase of their sculpture making phase smoothly.</p> <p><b>Comments/Notes:</b> Students at the advanced level tend to take initiative when using the shop tools. They</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>99% of the students completed the shop safety demonstration and passed the shop safety test. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The students were able to use the tools and equipment with no problems. Students at the advanced level tend to take initiative when using the shop tools. They demonstrate safe use and efficiency, which is reflective of their cumulative knowledge. Their creative endeavors include creating their own jigs during different phases of their project creation. This process and knowledge will transfer nicely if a student wishes to pursue an advance degree in the fine arts, modeling or architecture.</p>	<p><b>Enhancement:</b> I will continue to help the students learn how to use the both hand and power tools more effectively. Using tools effectively includes set-up and the logistics of tool use. I'll also focus on introducing the art of jig making more extensively as a way to enhance the student's sculpture making techniques. (11/26/2016)</p> <p><b>Follow-Up:</b> In support of the students in ARTS 37C, it is important for the sculpture program to retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. The technician also provides technical support and</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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demonstrate safe use and efficiency, which is reflective of their cumulative knowledge.

shop maintenance.  
(11/26/2016)

# ARTS 3TC:Women and Art

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS3TC\_SLO\_1** - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

**SLO Status:** Active

# ARTS 3TD:American Art: Public and Private

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS3TD\_SLO\_1** - Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

**SLO Status:** Active

# ARTS 3TE:Today's Working Artist

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS3TE_SLO_1</b> - Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Final Project  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Students did an outstanding job in all of their presentations addressing various topics relating to contemporary art and its relation to working as an artist today. Projects ranged from making art to writing a critique of an art exhibit as well as a mock presentation for a job in the arts. (01/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to assess the class.</p>	<p><b>Enhancement:</b> The class was highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately for successful learning outcomes. (10/27/2016)  <b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>
<p><b>ARTS3TE_SLO_2</b> - Apply critical thinking skills when critiquing studio projects from a global perspective.  <b>SLO Status:</b> Active</p>			

# ARTS 4A:Beginning Drawing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>ARTS4A_SLO_1</b> - The student will reproduce the use of freehand drawing skills using a variety of techniques with traditional drawing media such as charcoal, graphite and ink.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter</p>	<p><b>Project</b> - Students were to create a portfolio of drawings using a variety of techniques and drawing media such as graphic pencils, charcoal and ink. The projects used as a model photographs, still life setups, and direct observations.</p> <p><b>Target for Success:</b> 80 percent of the students should meet a B grade or better.</p> <p><b>Related Documents:</b>  <a href="#">Arts 4A Final Project Handout</a></p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met 85% of the students received a B or better (03/22/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Portfolio drawings display student understanding of the basic elements of design/drawing. Student work displays ability to draw from observation and from various sources (still life, portraits, photographs, imagination) in a large variety of media.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>In general students performed well with completing the assignments. 12% of the students were able to work well with graphic and charcoal, but 10% of students struggled with using pen and ink. (04/13/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In general students performed well with completing the assignments. 12% of the students were able to work well with graphic and charcoal, but 10% of students struggled with using pen and ink.</p>	<p><b>Enhancement:</b> Digital drawing component to the portfolio would greatly enhance student learning and make students more competitive in the creative field job market. This would require digital technology (tablet computers). (03/22/2019)</p> <hr/> <p><b>Enhancement:</b> The next time I teach the class I will allow more time to practice in the use of pen and ink prior to giving more complex ink drawings as an assignment (03/08/2016)</p>
<p><b>ARTS4A_SLO_2</b> - The student will draw from an objective point of view using still-lifes and photographs as well as from the imagination.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter</p>	<p><b>Portfolio Review</b> - Students were required to draw a realistic ink drawing of natural specimens including animals, birds, insects, and plants. The drawing assignment requires the use of pen and ink washes. The drawing must include the techniques, demonstrated including cross-hatching and ink wash shading. The assignment also focused on overall composition, complexity, and attention to details.</p> <p><b>Target for Success:</b> 75% of the students should achieve at least a B-</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>80% of the students created competent drawings that fulfilled all of the assignment goals, showing a strong understanding of the techniques required for successfully completing the assignment. 30% did exceptional work that exceeded expectations. All of the students, but 2 were able to complete the assignment on time. These 2 students needed additional time to complete the work. (03/08/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The drawings were completed by looking at images of historical and contemporary artists' works. Some of the original images were complex, highly detailed, and challenging for a beginning drawing student. Some students struggled with time management.</p>	<p><b>Enhancement:</b> Give the students additional time to complete the assignment. Extra class time would improve the overall ability for students to successfully complete the drawings. Have short, technical demos (pens, cross-hatching, ink washes) followed by students sketching. This would help the students to practice the technique before attempting the more complex drawings.</p> <p>(03/08/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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**ARTS4A\_SLO\_3** - The student will create drawing compositions using the basic elements and principles of design.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2013-14 3-Winter

**Project** - A portfolio of all drawings completed throughout the quarter that reflect the use of basic element and principles of design.  
**Target for Success:** Students create a subjective drawing using basic elements and elements of design including composition, emphasis, perspective, values, and texture. Emphasis was to be creating a visual story using multiple images and various drawing mediums such as charcoal, ink, and conte crayons on gray paper. A rubric will be used to outline outcomes in using the elements for the subjective drawing.

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
 Overall, students performed very well with completing the assignment. 8% of the students were not able to incorporate all of the required elements. 40% of the class received an A- or better. The class met the target for success. 92% of the students received a B- or better. (03/08/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some students were not clear in unifying the images for the subjective drawing. Greater improvement is required in emphasizing the use of all of the elements.

**Enhancement:** Based on my findings, I am requiring that they present a preliminary sketch showing their intention of using all of the required elements. I will demonstrate the use of the missing elements from their preliminary sketch. I will continue to present clear examples for the required drawing and the missing elements. Through this method I will be able to provide immediate feedback before the student presents their final subjective drawing.  
  
(03/08/2016)

# ARTS 4B:Intermediate Drawing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS4B_SLO_1</b> - The student will reproduce the use of freehand drawing skills using a variety of techniques with a variety of drawing media including color media such as colored pencils and pastels.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter</p>	<p><b>Project</b> - A Final Project that incorporates freehand drawing skills in color drawing media and reflects the use of techniques and demonstrations throughout the quarter.</p> <p><b>Target for Success:</b> 75% of students receive C or higher on Final Project.</p> <p><b>Comments/Notes:</b> 90% of class received above a C on the Final Project. All but one student in the class submitted the Final Project.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>The majority of students submitted a Final project that incorporates freehand drawing skills in color drawing media and reflects the use of techniques and demonstrations shown throughout the quarter. 80% of students received a C or higher on the Final Project. (04/13/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students gave feedback on having an equal number of assignments that are due by the end of class and some that are due the next class day. This would spread out the number of assignments that require outside class time through out the quarter.</p>	<p><b>Enhancement:</b> Students were highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately to achieve excellent learning outcomes. (10/27/2016)</p> <p><b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>
<p><b>ARTS4B_SLO_2</b> - The student will create expressive drawings that show the student's point of view and an understanding of the creative process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - A Midterm Project that focuses on expressive drawing techniques and demonstrates the student's point of view. Preliminary organizational sketches for the Midterm project that layout the ideas and compositions using the creative process.</p> <p><b>Target for Success:</b> 75% of students receive a C or higher on the Midterm project.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>80% of students received a C or higher on the Midterm project that focused on expressive drawing techniques supporting their own point of view. 90% of the class produced preliminary organizational sketches for the Midterm project that showed their ideas and compositions for the project using the creative process. (04/20/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Include peer feedback in written form in discussing their preliminary sketches for the Midterm project.</p>	
<p><b>ARTS4B_SLO_3</b> - The student will demonstrate an understanding of color as both an element of design and concept.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Minimum of 5 drawing assignments in which a color scheme is required as a design element and supports the idea behind the drawing.</p> <p><b>Target for Success:</b> 75% of students receive a C or higher on drawing assignments requiring the use of color drawing media such as pastel or colored pencil.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>90% of students received a C or higher on drawing assignments requiring the use of color drawing media such as pastel or colored pencil (5 drawing assignments in which a color scheme is integral to the design and concept.) (04/20/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Include watercolor pencils in the first 5 drawing color assignments.</p>	



# ARTS 4C:Life Drawing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS4C_SLO_1</b> - The student will reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2012-13 3-Winter</p>	<p><b>Portfolio Review</b> - A portfolio of 10-15 figurative drawings that reflect techniques and demonstrations using drawing media on rendering the human figure.</p> <p><b>Target for Success:</b> 75% of class receive a grade of C or higher on the portfolio review.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>100% of class received a grade of C or higher on the portfolio review. (04/20/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Very successful rate of portfolio submission. All students received a C or higher and their grade is based on a final review of 25 portfolio drawings plus a bones/muscle assignment. The bone/muscle assignment usually keeps borderline students from "D" territory if they complete it.</p>	
<p><b>ARTS4C_SLO_2</b> - The student will create drawings that show an understanding of basic human anatomy and proportion.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Midterm and Final projects that emphasize human anatomy and proportion using bone and muscle rendering and studies.</p> <p><b>Target for Success:</b> 75% or more of class receives a C or higher on Midterm and Final Projects.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>100% of class submitted Midterm and Final projects with a grade of C or higher. (04/20/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Use of bone and muscle studies critical to understanding the human anatomy.</p>	

# ARTS 4D:Representational Drawing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS4D_SLO_1</b> - The student will demonstrate an understanding of spatial and linear perspective techniques and relationships in a two-dimensional composition.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter</p>	<p><b>Project</b> - Final drawing project reflecting content on perspective techniques and relationships.</p> <p><b>Target for Success:</b> 75% of class will receive a grade of C or higher on Final Project.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>100% of class received a grade of C or higher on Final Project. (03/29/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The demonstrations and projects leading up to final project equipped students with skill necessary to meet or exceed target SLO's.</p>	
<p><b>ARTS4D_SLO_2</b> - The student will create drawings using naturalistic and illusionistic rendering techniques which includes an understanding of line, value, texture, volume, light and shadow.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Students will submit a portfolio of drawings at Midterm that demonstrate naturalistic and illusionistic rendering techniques.</p> <p><b>Target for Success:</b> 75% or more students in class will receive a grade C or higher on the Midterm portfolio review.</p> <p><b>Comments/Notes:</b> Students are selecting from 7-10 drawings done during class time for their portfolio.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>100% of students submitted a Midterm portfolio that demonstrated naturalistic and illusionistic rendering techniques and received a grade of C or higher. (03/29/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> High success rate because students are choosing from in class assignments done at the start of the quarter ( in general, better attendance at start of quarter.)</p>	

# ARTS 53:Introduction to Visual Technology

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS53_SLO_1</b> - The student will demonstrate basic skills of professional software/hardware currently used by Graphic Designers and fine artists.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project: Vector Portrait.            Goal: Create an illustration/ portrait of a historically relevant designer. The project will be connected to project 3 (layout design).            Concept: The concept or choice should draw from a historically relevant graphic designer (20th or 21st century). The person must have played a major role in design, have a distinct style, and tied to a specific font face. This means they either designed a font or are associated with a specific font.            Expectations: Must Contain These Elements</p> <ul style="list-style-type: none"> <li>- Illustrated in gray scale.</li> <li>- No effects or filter. You may use effects if they can be flattened.</li> <li>- Head shot. Shoulders up.</li> <li>- Gather bio graphical information.</li> <li>- Gather a library of portraits.</li> <li>- Gather a library of examples of the designers works.</li> <li>- Write a three paragraph summary on why you made this choice.</li> <li>- Using AI Trace is not acceptable</li> <li>- Try to use a stylistic graphical style: Polygons, Circles, Cubes, Reductive...</li> </ul> <p>Process:</p> <ul style="list-style-type: none"> <li>- Research the designer, his/her work.</li> <li>- Select a topic.</li> <li>- Research images. You will need an image that shows the entire item and cross-section. Try to build a library.</li> <li>- Write a summary.</li> </ul>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            88% received a B grade or better.            Every student who turned in the project was successful. Students who were not successful did not attempt the project at all. (04/01/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This is the second project that students produce for this course. The first project is technically challenging which seems to prepare students well to take on the the challenge of project 2. The students who were not successful were not engaged in the class.  <b>Related Documents:</b>  <a href="#">Project handout</a></p>	<p><b>Enhancement:</b> No enhancements needed. (04/09/2016)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<ul style="list-style-type: none"> <li>- Create the illustration.</li> <li>- Use your image as a template.</li> </ul> <p><b>Target for Success:</b> 80% of the class should achieve a B grade or better.</p>		
<p><b>ARTS53_SLO_2</b> - The student will demonstrate a basic knowledge of digital terminology currently used by professional Graphic Designers and fine artists.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Students are required to complete a 10 question quiz that covers basic graphic design vocabulary and terms.</p> <p><b>Target for Success:</b> 80 percent of students with a C grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met</p> <p>42% of students received a C grade or better. (04/09/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The quiz is an open note pop quiz. Clearly the outcome in this class was not successful. I plan on emphasizing material that will be placed on the quiz. Students are responsible to take notes. This will be stressed in the class.</p>	<p><b>Enhancement:</b> I plan on emphasizing material that will be placed on the quiz. (04/09/2016)</p>
<p><b>ARTS53_SLO_3</b> - The student will exhibit a critical understanding of performance of the design process through directed laboratory discussions.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project: InDesign layout. Goal: Create an InDesign layout. "Magazine Article / publication look and feel"</p> <p>Concept: Homage.</p> <p>a : expression of high regard: respect —often used with pay</p> <p>b : something that shows respect or attests to the worth or influence of another : tribute &lt;his long life filled with international homages to his unique musical talent — People&gt;</p> <p>Expectations: Must Contain These Elements</p> <ul style="list-style-type: none"> <li>- Use the template as the foundation for your project.</li> <li>- Must include the Vector Portrait. Full Bleed Format. Fill the left page. Try to compose it in an appropriate manner. - Title: Designers name.</li> <li>- Two columns of text. Use your summary. You may need to write more information.</li> </ul>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>76% of the class received a B grade or better. (04/09/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This project relies on the software In design which is covered in the last four weeks of class. The time dedicated to this material may not be enough. Possibly more homework tied to this material would allow students to warm up to this software producing better outcomes.</p>	<p><b>Enhancement:</b> I plan on dedicating one more lecture to this material. (04/09/2016)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

- Pull Quote (Phrase or quote associated with your designer).
- Two examples of the designers work. Woven into the text and layout.
- Fonts used should connect with your topic. Should be specifically used in the designers name.
- Follow good typographical form and hierarchy.
- Avoid widows, orphans, and hyphens. Use correct spacing tools.
- Try to organize your content in layers

**Target for Success:** 80% B grade or better

# ARTS 54:Visual Technology II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS54_SLO_1</b> - The student will further develop an awareness to the computer as an effective and important mode of visual communication used by artists and designers today.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project: Digital Editorial Collage</p> <p>Goal: Create a digital collage using scans from newspapers, magazines, digital photos, or other digital materials.</p> <p>Collage must be based from journalism. Create a collage that provides a visual story to the reader. Thus, the goal of the design is an image that helps the reader understand the content. Keep the audience in mind.</p> <p><b>Target for Success:</b> 80% of students with a B grade or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>89% of the students received a B grade or better. (04/01/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The project is the first in a series of three in this class. It present a good challenge for beginners. Students responded well to lectures by incorporating material into their designs.</p>	<p><b>Enhancement:</b> No enhancement needed. (04/09/2016)</p>
<p><b>ARTS54_SLO_2</b> - The student will demonstrate the creative potential of art and design software through directed laboratory exercises.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project: Digital mixed media painting</p> <p>Goal: To create a digital mixed media painting using found objects and digitally rendered items in combination.</p> <p>Concept: Select from the following narratives.</p> <p>A. An experience with a friend.            B. The perception or an emotion towards a friend. A specific attribute, think happiness, longing, anger, love.            C. Childhood Experience.</p> <p>Process/Expectations: Students can use images from on-line sources only for research, they can not be included in the design. Everything in the design must be created by the student.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>89% of the students were achieved a B grade or better. (04/01/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The project challenged students to experiment and use software as a means of artistic expression. Students who were not successful were not attending classes on a regular basis.</p> <p><b>Related Documents:</b></p> <p><a href="#">53 Project 3_A</a></p> <p><a href="#">Project handout II</a></p>	<p><b>Enhancement:</b> No enhancements required. (04/09/2016)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

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Must include these elements not found on-line, you may need to scan or photograph them:

1. Hand drawn sketch of the subject.
2. Textured Paper.
3. Man made texture.
4. Organic Texture.
5. Sketches of at least three other objects that communicate the narrative.
6. Hand written text.
7. Water color wash.
8. Textiles, string scanned in.
9. You can incorporate any photo that you take.

Must use and create these in PS:

1. Make a brush out of an object / image and incorporate into the design.
2. Make shape layers of objects. You can use these as containers for your paper.
3. Paint in areas with basic digital brushes.

Incorporate this into your design:

1. Composition: controlled division of space.
2. A repeating element. Must be repeated more than five times.  
Example: A bird shape layer that is used multiple times and distorted in terms of scale and position.

**Target for Success:** 80% of the class should achieve a B grade or better.

# ARTS 55A:Graphic Design-Communication I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS55A_SLO_1</b> - The student will explore the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Complete a corporate brand , color scheme, and business card following industry standards trough the implementation of the formal design process. The project included a logo, color scheme, and typographical layout. Components must work in harmony. The project requires students to explore and interpret the elements of design and apply incorporate in their project.</p> <p><b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better in terms conducting a formal design research including thumbnails, experimentation stages and comps. Final design product will show a beginning understanding of typographic principles, color theory, and</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Gokce Kasikci evaluated this SLO.</p> <p>Total number of students: 23            Number of students who received C and above: 20            Number of students who received lower than C: 3            Percentage of students who received C and above: Approximately 87%            (11/03/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students had a soft deadline where they presented their finished designs in black and white prints. The entire session was conducted on how to improve the design. The feedback was focused on 3 things to improve to use the class time efficiently (scale, appropriateness of type elements, and having enough margins in the design pieces.) In the next session, students submitted their final pieces, which had already been critiqued by the instructor and classmates. This improved students’ motivational response and improved their grades.</p>	<p><b>Enhancement:</b> Printing for the due date on the due date should not be done. No serious teaching should be done on that day; no critiques should be offered, neither. It is difficult to monitor paper wastage while also answering student questions. Students who have not operated printers before make mistakes, and teacher and the TA should closely monitor student activity with the printers. TA and the instructor should create a list, an order in which the students will print, what printer they will use. Upon arrival, students should be reminded which printer they will use and their order. Before the class time, 20-30 minute early arrival by the teacher and TA is necessary to ensure that there are enough number of USB cables, paper, and the printers are not malfunctioning.            (11/04/2019)</p>
<p><b>ARTS55A_SLO_2</b> - The student will demonstrate an understanding of the design process through directed laboratory exercises.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Complete a corporate identity kit following industry standards trough the implementation of the formal design process. The project includes corporate identity, a letter head, and envelope, driven by an established double sided business card. Components must follow consistent and uniform design language. The</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Assessment was completed by Gokce Kasikci            Total number of students: 23            Number of students who received C and above: 21            Number of students who received lower than C: 2            Percentage of students who received C and above: Approximately 95%            (11/04/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students had</p>	<p><b>Enhancement:</b> Running a prototyping workshop: completing this should have a grade value. Students don’t want to learn cutting, folding and gluing techniques in prototyping, and they do not perform well when they have to do it themselves.            (11/04/2019)</p>



*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

project requires students to explore and interpret the elements of design and apply incorporate in their project.

**Target for Success:** The target is 70 percent of students will receive a C grade or better. Considering this is the first assessment it is being used as a benchmark.

two soft deadlines where they presented their finished designs in black and white prints. In the first session, identity, letterhead, business card, and envelopes were critiques. The feedback was focused on 3 things to improve to use the class time efficiently (hierarchy, creative use of type elements, and what brand touchpoints would be advisable for the business and the target market. In the second soft deadline, students presented their improvements as well as their brand touchpoint prototypes. Prototypes were critiqued with regards to their appropriateness to the business, 2nd level prototype and mass production challenges, and how design principles were used, and how to improve the visual language.

# ARTS 55B:Graphic Design-Communication

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS55B_SLO_1</b> - The student will further develop the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students were required to create a corporate branding style guide kit. This assignment requires students to develop a document that describes visual assets the define the brand or design language associated with a company. The style guide showcases a logo, color scheme, type system, image system, grid and template system, and an identity kit. The style guide serves as a document that designers and marketers use to establish and define the brand using for the sake of uniformity. definitions and rules must be incorporated into the the style guide describing usage.</p> <p><b>Target for Success:</b> 70% of the class should achieve a C grade or better. This is the first time the class is being assessed. This is being used as a benchmark.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            25 students were enrolled in the class. The class averaged a score of 90%. Two students scored bellow 70%. (11/04/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students were given a larger window of time to compete this project. Lessons and lectures were presented to students that prepare them for understanding the concepts related to the assignment exceptions.  <b>Related Documents:</b>  <a href="#">Project handout</a></p>	<p><b>Enhancement:</b> For future courses I will have the students work on a uniform problem. I will provide only one option. Considering the nature of the class it is better suited that they are able to reflect and critique work where they shared a common goal. (11/04/2019)</p>
<p><b>ARTS55B_SLO_2</b> - The student will further demonstrate an understanding of the design process through directed laboratory exercises.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Students are required to take a 40 question exam evaluating the understanding of the design process as it applies to developing conceptually connected content.</p> <p><b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            24 students were enrolled in the class. 23 students participated in the quiz. Of those that participated, 68% was the lowest score, 98% was the highest score, the average score was 88%. 3 students or 12% of 24 enrolled students received a grade bellow 70%. (11/01/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The outcomes are in line with expectations. Some questions that were missed more frequently were tied to lectures that were presented earlier in the quarter.</p>	<p><b>Enhancement:</b> To prepare students for a better outcome, refresher information can be presented to students with the goal of preparing them for the material covered in earlier lectures. (11/01/2019)</p>

# ARTS 55C:Graphic Design-Communication: Production Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS55C_SLO_1</b> - The student will explore the analysis and interpretation of the elements and principles of graphic design as applied to the practice of visual communication and current graphic production techniques.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students were required to create a package design. They were given two options.</p> <ol style="list-style-type: none"> <li>1. Direct mail kit</li> <li>2. Self promotion kit</li> </ol> <p><b>Target for Success:</b> 70% of the class should achieve a C grade or better. This is the first time the class is being assessed. This is being used as a benchmark.</p> <p><b>Comments/Notes:</b> This course is cross listed with 55B.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>One student was enrolled. The assignment average was 100%. The class achieved an 100% success rate. (11/04/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Arts 55C is an elective under the GID program. It is cross listed with Arts55B. Students in Arts55C are given production driven assignments. This section has a low enrollment rate. Considering the low enrollment it is difficult to asses the date considering the small sample size. Students enrolled in this section tend to be well prepared due to the quantity of course completed under the GID umbrella.</p> <p><b>Related Documents:</b></p> <p><a href="#">Project handout</a></p>	<p><b>Enhancement:</b> More rigorous material is on consideration for future courses. As well as incorporating a peer mentor component, where Arts55C students may coach Arts 55B students. (11/04/2019)</p>
<p><b>ARTS55C_SLO_2</b> - The student will demonstrate an understanding of the design process and current graphic production techniques through directed laboratory exercises.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students are required to take a 40 question exam evaluating the understanding of graphics production as it applies to the design process.</p> <p><b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>1 student was enrolled in this section. All enrolled students received 100%. The average score was 100%. (11/01/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Art 55C falls under an elective for the GID program. In the past two offerings only one student has enrolled in the course. It is difficult to assess and reflect on data considering the sample size is very small. The students who tend to enroll in this section are passionate about design and are looking to refine their abilities and skill set.</p>	<p><b>Enhancement:</b> Considering the small enrollment, it is fair to consider removing this course from our offerings. (11/01/2019)</p>

# ARTS 56:Graphic Design/Page Layout for Electronic Publishing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS56_SLO_1</b> - The student will exhibit an understanding of the elements and principles of graphic design as applied to the practice of publication design.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Step 1. Define and Design a theme for a high end catalog produced by an Art gallery or museum. Step 2. The theme will latter be used for a gallery / museum catalog. The catalog may include the following: Multiple spreads, Cover and back,Table of Contents, Bio, Artistic Plates. Expectations: Define a specific museum. Do not redesign. Museum logo must be included on the back and possibly the cover, Include the logo on the the table of contents. Images should include captions. Dates, medium (acrylic, oil on canvas), titles. Pages should have actual copy (no lorem ipsum) to carry the page. A bio should be a bio. Pages should include page numbers. Use the best images possible. Use appropriate type rules. Consider the audience and the venue. This should look high-end. Deliverables: Packaged InDesign file Pdf's in spread and single page format.</p> <p><b>Target for Success:</b> 80% with a B grade or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016 <b>Target :</b> Target Met 84% of the class met the B Target. 100% received a B- or better letter grade. (04/01/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> A number of students who did not meet the target were not equipped to complete this assignment. It appears that some of the foundation material in into courses did not prepare the students, or a higher prerequisite may be needed to ensure students come in with the appropriate level of expertise.</p>	<p><b>Enhancement:</b> I plan on reviewing basic graphic design material to try to get those students who lack the appropriate skill set to be better equipped to complete the project successfully. I plan on discussing adding a prerequisite for the course with my colleagues. Based on the feedback I may add this to the curriculum. (04/09/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS56_SLO_2</b> - The student will demonstrate an advanced understanding of the design process as it relates to the use of the computer to create typography and image in electronic publishing.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project - Description:</b> Design a graphically interesting web site and navigation system. The project should lean heavily on form, but obviously have a viable sense of function. The site / project will latter be re-designed using responsive formatting and aspect ratios.</p> <p><b>Goal:</b></p> <ol style="list-style-type: none"> <li>1. Website: Create two iterations of the home page. Should have a unique / interesting design language. Should have a minimum of seven links. Include an interface that conveys the needs of the user and provides resources as a vendor.</li> <li>2. Logo / Branding Redesign</li> <li>3. Explore and use fonts, images, graphics, and a color scheme that is appropriate to the topic.</li> </ol> <p><b>Target for Success:</b> 80% B+ Grade or Better.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met 75% of the class met the B+ Target. 93% received a B or better letter grade. 100% received a B- or better letter grade. (04/09/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> A number of students who did not meet the target were not equipped to complete this assignment. It appears that some of the foundation material in into courses did not prepare the students, or a higher prerequisite may be needed to ensure students come in with the appropriate level of expertise.</p>	<p><b>Enhancement:</b> I plan on reviewing basic graphic design material to try to get those students who lack the appropriate skill set to be better equipped to complete the project successfully. I plan on discussing adding a prerequisite for the course with my colleagues. Based on the feedback I may add this to the curriculum. (04/09/2016) (04/09/2016)</p>

# ARTS 57:Graphic Design-Communication: Typography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS57_SLO_1</b> - The student will use typographic design to demonstrate a knowledge of the elements and principles of design, organization of design elements, materials and forms of communication.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project 1- Design Your Name: Write down 2 to 3 adjectives that best expresses your personality or spirit. Research different type styles on the web and on the computer. Find typefaces that you believe expresses your personality or spirit. Then, design your first and last name – middle name is optional. Give careful consideration to the positive and negative space relationships and the space between the letterforms. An in class review will be used to access the project.</p> <p><b>Target for Success:</b> 80% of the class should achieve a B- grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>90% of the students completed the project successfully with a B grade or better. A few had problems completing the project and getting it turned in on the due date. Some students had more advanced understanding of the integration and selection of letterforms and type styles as they relate to design. Those students excelled with the first project. (03/08/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Per Michael Cole:</p> <p>Since this an online/hybrid course, a small percentage of students had problems remembering to login on time during online sessions. Most of those students have never taken an online course. Some improvement is needed in explaining the online/hybrid format. Other students that have had an online course had no problems with logging in or due date project submission.</p>	<p><b>Enhancement:</b> Based on my reflection and analysis, I have instigated a mandatory login explanation on my syllabus as well as a must view video tutorial regarding login and project due dates. (03/08/2016)</p>
<p><b>ARTS57_SLO_2</b> - The students will analyze styles in typographic design, type selection, and type specification, in relation to new computer technology and the World Wide Web.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project 3- Your task is to visually interpret 2 out of 3 distinct historical styles in the growth of typography listed below. Each will reflect the style of type and image specific to each period of history. Classical Era (1450-1800) Industrial Revolution (19th Century) Modernism (Early 20th Century) The copy for the 3 eras above are listed on the course website. Students receive the course site address the first day of instruction.</p> <p><b>Target for Success:</b> 80% of the students will meet a B- grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>80% of the students completed the project successfully with a B grade or better. Since this project required students doing online research regarding specific Eras in the growth of typography aside from the online videos and in class demos, the results were mixed between students with beginning skills and those with more advanced skills. Most students were able to understand the requirements and those who did not were encouraged to do the required research. (03/08/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I found that the small percentage of students that had problems with completing research with this project were beginning graphic design students. Those students were encouraged to use the WWW to find specific information regarding the required project.</p>	<p><b>Enhancement:</b> Based on my reflection and analysis, I will be incorporating a more complete list for this project on the course website References link under Resource Links for those students that are having problems with online research. (03/08/2016)</p>

# ARTS 58A:Furniture Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS58A_SLO_1</b> - The students will define a fundamental understanding of design within the parameters of furniture construction.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students begin by creating a series of sketches that serve as proposals for their projects. The orthographic drawings, which include top, side and front views of the student's proposal are used to help the student gain a fundamental understanding of the design process. The process determines the detail of the design and the specific dimensions of the furniture. The process is followed by a 1/6 scale model of the proposal. Students use basic materials including cardboard, foam-core, balsa wood to create their model.</p> <p><b>Target for Success:</b> 80% of the students showed fundamental understanding of designing furniture including aesthetics and functionality.</p> <p><b>Comments/Notes:</b> The class typically consists of a diverse group of students with a limited amount of woodworking and/or architectural rendering experience. I support each student by providing them with constructive approaches and techniques specific to their designs. While some students excel, others adapt their project to their skill level. All students utilize the assignment to further their understanding of the design fundamentals associated with beginning furniture design.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>95% of students successfully design and constructed a piece of furniture. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b></p> <p>Approximatley75% of the students proceeded smoothly with the assignment, from beginning to end. The class typically consists of a diverse group of students with a limited amount of woodworking and/or architectural rendering experience. I support each student by providing them with constructive approaches and techniques specific to their designs. While some students excel, others adapt their project to their skill level. All students utilize the assignment to further their understanding of the design fundamentals associated with beginning furniture design.</p>	<p><b>Enhancement:</b> This assignment is used as a tool to gauge a beginning student's capabilities. If an individual project appears to be too advanced, this process allows the instructor and student to evaluate and explore different approaches or simplifications to make the project manageable. The assignment serves as a good introduction to the process of furniture design (11/26/2016)</p> <p><b>Follow-Up:</b> I will continue to develop better way for the students to be more successful. It is important that the Arts 58A Furniture Design program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. (11/26/2016)</p>
	<p><b>Project</b> - Furniture design project</p>		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>includes rough sketches, orthographic drawings, material selection and construction and finish.</p> <p><b>Target for Success:</b> 80% of students followed through to complete the entire project.</p>		
<p><b>ARTS58A_SLO_2</b> - The student will practice basic woodworking skills and techniques.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Each student will participate in woodshop safety demonstrations. This process usually encompasses two class meetings and is followed by a shop safety test. Students must pass the shop safety test before they are allowed to use any tools or machinery. Each student is given a Shop Safety Manual and must adhere to all of its safety rules, standards and guidelines when using any tool or piece of machinery in the shop. After passing the test the students are authorized to use the shop under continued supervision.</p> <p><b>Target for Success:</b> Most of the students successfully utilize every tool and machine needed to create their furniture projects.</p> <p><b>Comments/Notes:</b> Supervision by the lab technician and the instructor helps ensure positive outcomes and the safe and proper use of all tools and machinery. For many students the class serves as an introduction to the use of both hand and power tools. It offers the students a great opportunity to gain a wide variety of new skills that can be further developed and utilized in more advanced classes.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>90% of students practiced woodworking skills and techniques. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Supervision by the lab technician and the instructor helps ensure positive outcomes and the safe and proper use of all tools and machinery. For many students the class serves as an introduction to the use of both hand and power tools. It offers the students a great opportunity to gain a wide variety of new skills that can be further developed and utilized in more advanced classes.</p>	<p><b>Enhancement:</b> I will continue to further refine my teaching methods, continue to focus on shop safety and implement strategies which result in positive outcomes as a way to support each student's technical skill development and learning outcomes. (11/26/2016)</p> <p><b>Follow-Up:</b> Several machines in the shop are old and their capacity is not great enough to perform certain types of jobs or tasks. I believe additional resource allocation funds will greatly enhance not only the furniture design program but the Three -Dimensional Design program as well. Good machinery will support positive learning outcomes and successful projects. (11/26/2016)</p>



<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS58A_SLO_3</b> - The student will apply critical thinking skills and problem solving skills while creating projects.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - During the design making process of sketching, creating orthographic drawings and model making phase, the students must consider the potential obstacles they will face during the construction of their project. Issues including the ergonomics of the project, human engineering and the design aesthetics are critical to the outcome of the project. The process of making the actual piece of furniture involves a fair amount of technical problem solving.</p> <p><b>Target for Success:</b> The majority of students taking beginning furniture design proceed successfully with their assignments.</p> <p><b>Comments/Notes:</b> At this level ARTS 58A, successful technical skills take time to develop. During the process students are encouraged assess their projects and create projects which are within their scope of ability.</p> <p><b>Project</b> - Sketchbook review and instruction during the class period.</p> <p><b>Target for Success:</b> 80% of students apply and utilize the concept.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students have applied critical thinking and problem solving skills successfully. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The majority of students taking beginning furniture design proceed successfully with their assignments. At this level ARTS 58A, successful technical skills take time to develop. During the process students are encouraged assess their projects and create projects which are within their scope of ability.</p>	<p><b>Enhancement:</b> I will continue to refine my teaching methods to include strategies which support positive learning outcomes. I have successfully introduced group learning that supports the students in their idea development, peer review and problem solving techniques. Because each student’s skill varies those students with more knowledge help support those students new to furniture design. (11/26/2016)</p> <p><b>Follow-Up:</b> It is important that the Arts 58A Furniture Design program retain an art lab technician. The technician helps ensure student safety, provides oversight and support to the instructor. (11/26/2016)</p>
<p><b>ARTS58A_SLO_4</b> - The student will demonstrate proper safety procedures using appropriate tools and machinery.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Each student is responsible for participating in every shop safety demonstration. Upon completion of the shop safety demonstrations, each student must successfully pass a Shop Safety Test before they are allowed to use any tools. A passing grade is 50 correct answers out of 50 questions. Students must take the exam over until they get a passing grade. In conjunction with the Shop</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students demonstrated proper and safe use of tools and machinery. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Because student safety is paramount, no student is allowed to proceed without first passing the Shop Safety Test(s) and adhering to the guidelines of the Shop Safety Manual. Students in general understand the importance of their personal safety and adhere to all rules. The instructor and assistant are diligent in their efforts to promote safe and</p>	<p><b>Enhancement:</b> Proper instruction, safety demonstrations, passage of the Shop Safety Test and adherence to the Shop Safety Manual provide positive learning outcomes as they relate to individual and class safety. The instructor is working to refine the Shop Safety Test and Manual to provide the students with the most current and relevant safety</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

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Safety Test, students are given a Shop Safety Manual. Questions on the Shop Safety Test are covered in The Manual along with the demonstrations. Each student must comply with the rules and guidelines as set forth in the Shop Safety Manual. Failure to comply with the Shop Safety Manual or failure to pass the Shop Safety Test will result in suspension of and or inability to use the machinery and tools in the shop.

**Target for Success:** 90% of the students comply with the shop safety rule and successfully used the tools and machinery.

**Comments/Notes:** Because student safety is paramount, no student is allowed to proceed without first passing the Shop Safety Test(s) and adhering to the guidelines of the Shop Safety Manual. Students in general understand the importance of their personal safety and adhere to all rules. The instructor and assistant are diligent in their efforts to promote safe and proper use of all machinery and tools throughout the furniture making process. Constant supervision serves as added protection to student safety. Success is measured by the fact that we have had no student injuries and the tools and machinery are rarely broken.

**Demonstration -** Shop safety demonstration is given and followed

proper use of all machinery and tools throughout the furniture making process. Constant supervision serves as added protection to student safety. Success is measured by the fact that we have had no student injuries and the tools and machinery are rarely broken.

information. Students learn that when working with tools and power machinery, their safety comes first and that they must develop a keen understanding of the proper and safe use of all tools.

(11/26/2016)

**Follow-Up:** It is a goal to ensure that the students have a fundamental understanding of the safe use of all tools and machinery. Students will develop a respect for all tools, they will be instructed on not only their use but their proper care. This awareness will serve students as they advance in their furniture design studies, sculpture making skills, architectural design and/or engineering projects.

(11/26/2016)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

by shop safety test to ensure students understand the safety issues and proper use of all tools. Students will be supervised throughout the quarter.  
**Target for Success:** 90% of students demonstrate proper and safe use of shop tools and machinery.

# ARTS 58B:Intermediate Furniture Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS58B_SLO_1</b> - The student will practice intermediate skills of woodworking techniques and produce a work of art furniture.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students will be assessed based on a series of assignments. They will create a scaled model based on sketches and orthographic drawings to finalize their design. They will be expected to further develop their design and woodworking technical skills. On the intermediate level, students will be encouraged to create a project that incorporate a more sophisticated approach beyond the beginning level, including an understanding of the use of all shop tools and the lathe.</p> <p><b>Target for Success:</b> The target for student success relies on precision. Students at the intermediate level are encouraged to challenge their technical abilities and create more sophisticated pieces of artistic furniture. The instructor will provide guidance throughout the process. Attention to detail is an important part of the process. Successful outcomes include the incorporation of enhanced design capabilities and improved technical skills. Students will explore mortise-and-tenon joints and/or plywood casework and drawer construction.</p> <p><b>Comments/Notes:</b> Findings and Conclusion:            The introduction of the use of the lath allows students are to create a variety of turned components that can be incorporated into their projects, including chair and table</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            ARTS 58 B Students successfully practiced intermediate level woodworking throughout the quarter. (11/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The introduction of the use of the lath allows students are to create a variety of turned components that can be incorporated into their projects, including chair and table legs, bowls, lamp vases, etc. Students at the intermediate level students are enthusiastic about the work they are doing. They are interested in learning more advanced skills and techniques. They excel due to their interest in the medium and process. Their projects tend to be increasingly more creative.</p>	<p><b>Enhancement:</b> Each students' assignment is customized to support intermediate level capabilities. If an individual project appears to be too advanced, the instructor and student will collaborate to evaluate and explore different approaches or simplifications to make the project manageable and successful.            (11/26/2016)</p> <p><b>Follow-Up:</b> I'll continue support students on woodworking technique and design skills.            (11/26/2016)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

legs, bowls, lamp vases, etc.

Students at the intermediate level students are enthusiastic about the work they are doing. They are interested in learning more advanced skills and techniques. They excel due to their interest in the medium and process. Their projects tend to be increasingly more creative.

Enhancement:  
Each students' assignment is customized to support intermediate level capabilities. If an individual project appears to be too advanced, the instructor and student will collaborate to evaluate and explore different approaches or simplifications to make the project manageable and successful.

**ARTS58B\_SLO\_2** - The student will demonstrate proper safety procedures when using tools and machinery.

**SLO Status:** Active

**Project** - Per De Anza College's Shop Safety Policy, all students that enroll in the furniture design program and want to use the tools and machinery must participate in a shop safety demonstration and take a follow-up exam to demonstrate their understanding of all safety issues and proper tool and machinery use. The demonstration and exam are given every quarter. After passing the exam, students are allowed to use shop tools and machinery.

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Students demonstrated their safety practice during the class period all through the quarter. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Intermediate level students display a sense of understanding. They use all shop tools and most machinery. They are aware of the all safety issues associated with each tool and piece of machinery. Mandatory safety demonstrations and tests each quarter make a difference and help ensure student safety. Supervision by the lab technician and instructor supports positive outcomes and the safe and proper use of all tools and machinery.

**Enhancement:** The Shop Safety Test and Safety Manual is updated on an ongoing basis to ensure that safety issues are clearly stated and addressed.

The instructor will continue to further refine teaching methods and focus on shop safety. Strategies will be incorporated in support of positive student outcomes. Each student's technical and creative skills will be enhanced.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Students are supervised and tutored by the instructor and the lab technician while in the shop.</p> <p><b>Target for Success:</b> Instruction needs to be clear regarding the safe use of all tools and machinery. Shop safety and proper tool use is paramount.</p> <p><b>Comments/Notes:</b> Findings and Conclusion:</p> <p>Intermediate level students display a sense of understanding. They use all shop tools and most machinery. They are aware of the all safety issues associated with each tool and piece of machinery. Mandatory safety demonstrations and tests each quarter make a difference and help ensure student safety. Supervision by the lab technician and instructor supports positive outcomes and the safe and proper use of all tools and machinery.</p> <p>Enhancement: The Shop Safety Test and Safety Manual is updated on an ongoing basis to ensure that safety issues are clearly stated and addressed. The instructor will continue to further refine teaching methods and focus on shop safety. Strategies will be incorporated in support of positive student outcomes. Each student's technical and creative skills will be enhanced.</p>		<p>(11/26/2016)</p> <p><b>Follow-Up:</b> I'm continuing my supervision in the shop and effective safety instruction. (11/26/2016)</p>

**ARTS58B\_SLO\_3** - The student will apply critical thinking and problem

**Project** - Similar to ARTS 58A, all students utilize a sketchbook, create

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met

**Enhancement:** The instructor will continue to refine best teaching

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>solving skills, while utilizing a further understanding of the process of creating a piece of furniture.</p> <p><b>SLO Status:</b> Active</p>	<p>orthographic drawings and model(s) to explore their creative ideas and develop critical thinking skills and problem solving skills. Students are encouraged to challenge themselves to further refine their creative approach to furniture making design.</p> <p><b>Target for Success:</b> Good communication with all the students on throughout the course of the quarter is critical for consistent support. Students are asked to take initiative to investigate and explore creative design concepts.</p> <p><b>Comments/Notes:</b> Findings and Conclusion:</p> <p>The majority of students are successfully engaged in the creative process and the development of their pieces. Student designs reflect critical thinking and problem solving skills. There is a sense of confidence that allows the students to take their projects one step further. Students are clear about their outcomes, are able to discuss their projects and work collaboratively with the instructor for best outcomes.</p> <p>Enhancement: The instructor will continue to refine best teaching practices to include strategies that support positive learning outcomes. Strategies that support group learning have been successfully introduced. Group learning enhances idea development, peer review and problem solving techniques. Since</p>	<p>ARTS 58 B students completed their projects utilizing critical thinking and problem solving skills. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The majority of students are successfully engaged in the creative process and the development of their pieces. Student designs reflect critical thinking and problem solving skills. There is a sense of confidence that allows the students to take their projects one step further. Students are clear about their outcomes, are able to discuss their projects and work collaboratively with the instructor for best outcomes.</p>	<p>practices to include strategies that support positive learning outcomes. Strategies that support group learning have been successfully introduced. Group learning enhances idea development, peer review and problem solving techniques. Since each student's skills vary, shared knowledge helps support those students new to furniture design. (11/26/2016)</p> <p><b>Follow-Up:</b> Periodical small presentation of in-progress work to share within the class is effective tool to inspire students. (11/26/2016)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

each student's skills vary, shared knowledge helps support those students new to furniture design.



# ARTS 58C:Advanced Furniture Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS58C_SLO_1</b> - The student will demonstrate a thorough command of design within the parameters of furniture construction.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Similar to beginning and intermediate levels, advanced students also generate sketches, orthographic drawings and a model of their project. As third time students, students are given the opportunity to explore more advanced techniques, including bent lamination. During individual instruction, the students are challenged to resolve a number of issues including technical or structural problems and aesthetics. Separate group discussions take place during class that reinforce procedures and process or introduce new concepts or methods to each student's project. The instructor joins the group at one point to share input with the students. The advanced students collaborate as a group to resolve any number of issues that arise, including design, methodology, tool use, etc.</p> <p><b>Target for Success:</b> Good furniture design needs to include a combination of functionality and aesthetics. A successful piece of furniture is well designed, combines with good aesthetics combined with the right selection of materials and proper engineering. Students who combine these elements will be well versed in the art and design of furniture making.</p> <p><b>Comments/Notes:</b> Findings and Conclusion: ARTS 58 C students continue to</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>90% of students demonstrated good command of design and construction in furniture making. (11/26/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> ARTS 58 C students continue to apply their thorough command of design skills as members of the advanced level furniture design and construction class. Students meet regularly with the instructor in ARTS 58 C, to discuss about their project in depth. Students are provided guidance and given step-by-step procedures and information during the furniture making process, so that they are prepared to trouble-shoot and be successful. Class discussions are held during class critiques. The advanced students use their knowledge to contribute greatly to the critiques. They provide ideas, suggestions and give input. Students at the beginning and intermediate levels benefit from this exchange of ideas.</p>	<p><b>Enhancement:</b> The class constantly evolves, as successful approaches to instruction are implemented. Instruction is refined to improve effective best practices. New tools are purchased to enhance the offerings of the department. (11/26/2016)</p> <p><b>Follow-Up:</b> Good furniture design needs to include a combination of functionality and aesthetics. A successful piece of furniture is well designed, combines with good aesthetics combined with the right selection of materials and proper engineering. Students who combine these elements will be well versed in the art and design of furniture making. I'll try my best to achieve this level from students as much as I can. (11/26/2016)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

apply their critical thinking and problem solving skills as members of the advanced level furniture design and construction class. Students meet regularly with the instructor in ARTS 58 C, to discuss about their project in depth. Students are provided guidance and given step-by-step procedures and information during the furniture making process, so that they are prepared to troubleshoot and be successful. Class discussions are held during class critiques. The advanced students use their knowledge to contribute greatly to the critiques. They provide ideas, suggestions and give input. Students at the beginning and intermediate levels benefit from this exchange of ideas.

Enhancement:  
The class constantly evolves, as successful approaches to instruction are implemented. Instruction is refined to improve effective best practices. New tools are purchased to enhance the offerings of the department.

**ARTS58C\_SLO\_2** - The student will integrate advanced skills of woodworking and metal working techniques to produce a work of art furniture and demonstrate proper safety procedures when using tools and machinery.

**SLO Status:** Active

**Project** - Students are introduced to metalworking techniques including Oxy-Acetylene, MIG and TIG welding processes as well as several other techniques including bending, rolling and cutting with steel and other non-ferrous metals.

**Target for Success:** The instructor guides the student through the

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

Some students used metal as part of their furniture construction successfully. (11/26/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continuous practice makes it possible for students to achieve a level of perfection. Students develop a solid foundation in furniture design and use their skills in other techniques including welding, metal fabrication. Advanced student are

**Enhancement:** The department works to update it tools and machinery and works to improve the facility to enhance the program in support student success.

(11/26/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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process of furniture making by introducing each student to the most appropriate material and methodology for their projects. The instructor works with each student to develop best outcomes based the student's needs during the design and construction phase of their project.

**Comments/Notes:** Findings and Conclusion:  
 Continuous practice makes it possible for students to achieve a level of perfection. Students develop a solid foundation in furniture design and use their skills in other areas of study including architectural design, model making, exhibition design and sculpture. Advanced student are positive and successful, they complete their projects.

Enhancement:  
 The department works to update it tools and machinery and works to improve the facility to enhance the program in support student success.

positive and successful, they complete their projects.

**Follow-Up:** I'll continue to guides the student through the process of furniture making by introducing each student to the most appropriate material and methodology for their projects. Each student will be encouraged to develop best outcomes based the student's needs during the design and construction phase of their project.  
 (11/26/2016)

<p><b>ARTS58C_SLO_3</b> - The student will apply critical thinking and problem solving skills to a more advanced approach to the design of art furniture.</p>	<p><b>Project</b> - ARTS 58 C students continue to apply their critical thinking and problem solving skills into their advanced level of furniture design and construction. The instructor meets regularly with every ARTS 58 C students to discuss their projects in depth. Often times step-by-step information and/or instruction is discussed as a way to</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met          Students successfully applied critical thinking and problem solving skills to complete their project. (11/26/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Continuous practice allows students to achieve perfection. Every advanced student is positive and successful. They are passionate about their work and complete all projects.</p>	<p><b>Enhancement:</b> Designating more time for individualized student instruction would provide students with a solid understanding and foundation for success. It is important to support group discussions among the advanced students so that they can share their process and their vision. This would serve as forum</p>
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*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

approach the design and construction process in advance. During class critiques, the advanced students contribute greatly. Their advanced insight provides valuable information to beginning and intermediate students and often times inspires them to further pursue their studies in furniture design.

**Target for Success:** Good communication with each student throughout the quarter helps ensure success. Students are introduced to famous woodworkers and their artistic designs. This serves as a source of inspiration and motivates advanced students to create pieces that are both technically and artistically advanced. Students in ARTS 58C take initiative to further investigate the fine art of furniture design and construction.

**Comments/Notes:** Findings and Conclusion:  
Continuous practice allows students to achieve perfection. Every advanced student is positive and successful. They are passionate about their work and complete all projects.

Enhancement:  
Designating more time for individualized student instruction would provide students with a solid understanding and foundation for success. It is important to support group discussions among the advanced students so that they can

to support each other.  
(11/26/2016)

**Follow-Up:** Good communication with each student throughout the quarter helps ensure success. Students are introduced to famous woodworkers and their artistic designs. This serves as a source of inspiration and motivates advanced students to create pieces that are both technically and artistically advanced. Students in ARTS 58C take initiative to further investigate the fine art of furniture design and construction.  
(11/26/2016)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

share their process and their vision.  
This would serve as forum to  
support each other.

# ARTS 63:Business Practices for Graphic Designers

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS63_SLO_1</b> - The student will understand the range of business practices used by artists and designers in the visual communications industry today.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project - Goal:</b> Students are required to complete eight to ten portfolio vignettes, showcasing work. Each vignette must have project descriptions. The portfolio and promotional materials will include the following:</p> <ul style="list-style-type: none"> <li>• Design Uniformity</li> <li>• Consistent use of type. Try to stick to one family of fonts. Use bold for headers or subheads.</li> <li>• Consistent use of color.</li> <li>• Appropriate use of scale. Images should be scaled based on function.</li> <li>• Use of negative space and an organized layout.</li> <li>• Professionalism, present yourself in the best light possible.</li> <li>• A series of plates that describes your design process. This should include thumbnails, ideations, wire-frames, mood boards, early prototypes, and the final outcome. This can be anywhere between three to five plates. This should be a meaningful project.</li> <li>• Work can include fine art and photography.</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>• PDF files to be turned in the server space.</li> <li>• Printed and formatted portfolio, resume and business card. As realistic as possible.</li> <li>• Students will be sharing their work in an interview format.</li> </ul>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>The class had 25 submissions. The average score was 97%, the highest score was 100%, and the lowest score was 60% (11/01/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment is a culmination and capstone presentation, where students are expected to present their work in a portfolio format simulating an interview. All but one student participated in the project. The outcomes were amazing. Students approached the simulation with gravity, and presented their work as if they were interviewing for a job. A number of students mentioned that they were nervous, which indicated a high degree of value that was being placed on a successful presentation.</p>	<p><b>Enhancement:</b> After reflecting on the portfolio outcomes, I will modify the portfolio expectations to focus on three assignments as case studies rather than seven to ten examples. The case study format will allow students to present their design process, which better communicates the heuristics and methods used to develop their work. I believe that this will be more useful and productive in an actual interview. (11/01/2019)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Target for Success:** The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.

**ARTS63\_SLO\_2** - The student will demonstrate through directed laboratory exercises an understanding of pricing and marketing, salaries and trade customs, standard contracts, and new technology issues.

**SLO Status:** Active

**Exam - Course Test/Quiz** - Students are expected to participate in a quiz tied to lectures, and readings tied to pricing, marketing, salaries, trade customs, standard contracts, and new technology.

**Target for Success:** The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.

**Program Review Reporting Year:** 2017-2018

**Target :** Target Met  
26 students were enrolled in the class. 23 students participated in the exam. 88 percent of the class participated in the exam. The exam was composed of 30 questions. The average score was 94%, the highest score was 100%, the lowest score was 80%.

(11/01/2019)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** My target for success was met. All of those who participated in the exam received a B- or better grade. The questions that did not result in a higher success rated should be reevaluated.

**Enhancement:** Considering the average grade was high, we should consider including a few more challenging questions, possibly tied to production, or design theory. (11/01/2019)

# ARTS 65:Graphic Design: UI/UX and the World Wide Web

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS65_SLO_1</b> - The student will demonstrate an understanding of web page design fundamentals with an emphasis on the creative integration of typography and image.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Project : Web Design &amp; Navigation System</p> <p>Description: Design a graphically interesting web site and navigation system. The project should lean heavily on form, but obviously have a viable sense of function.</p> <p>Goal: 1. Website: Create one pages. Should have a unique / interesting design language. Should have a minimum of seven links. Include an interface that acts as a embedded music/video player. You must re-brand the movie or musician.</p> <p>Concepts: 1. Music: Event, Album or Artist. 2. Movie: Specific Movie, or Media Release download / stream or purchase.</p> <p>Look and Feel: It should look cool, hip and contemporary. The navigation system should be user friendly. It should have/show a rollover state for one of the buttons, and show a drop down menu if it exists.</p> <p>Process: 1- Pick a concept 2- Research it: find Three Good Examples to follow, Find Three bad Examples (print these out) 3- Pick three possible design</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met 100% of the students completed the project with a C grade or better. (04/01/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Only one student received a grade bellow a B-. For future projects I intend to add more complexity and raise the target for success.</p> <p><b>Related Documents:</b> <a href="#">Project handout</a></p>	<p><b>Enhancement:</b> I plan on increasing the complexity of the project. (04/10/2016)</p>



Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>aesthetics, then Create Mood Board for each 4- Create Wire Frame Template, (This may take a few attempts)</p> <p>5- Create Ideations to fit wire frame</p> <p>6- Build the Home Page and Graphics (this will drive the other pages) RD1, Printed Copy.</p> <p>7- Follow Feedback</p> <p>8- Complete the design</p> <p>9. Presentation</p> <p><b>Target for Success:</b> 80% of the class should achieve a C grade or better.</p>		
<p><b>ARTS65_SLO_2</b> - The student will demonstrate an understanding of the technical issues that impact design decisions.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project - Project:</b> Ipad / Tablet App</p> <p>Description: Design a graphically interesting tablet application. The project should lean heavily on form, but obviously have a clear sense of function.</p> <p>Goal: 1. Tablet Application: 2. Application store Icon. This should have a logo like quality.</p> <p>Expectations: 1. Five sequential screens, Includes start screen. All should have a unique function and purpose moving the user to the end goal. 2. Social Media must be woven into the design. This could be a sharing feature, or it embeds content in a social media application. 3. Must be presented framed in a tablet. Please see examples...</p> <p>Concept</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met 91% of the students received a B grade or better. (04/10/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students performed well. This is the last project given to students. The exercises, homework and projects seem to prepare the students well for this level of complexity.</p>	<p><b>Enhancement:</b> I will incorporate the additional task of making a digital working mockup. Adobe is releasing a product that should make this feasible. (04/10/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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- Design / Designers tool.
- It should be a problem solver
- The application should provide efficiency.

Considerations

- Consider the design process and the needs of a designer.
- Develop an application that can aid a designer in the design process.
- The application can have a niche like quality. It can serve a very specific task.
- You might want to base the application to solve a problem that you have encountered, or fit within a favorite component of the design process.
- Consider the needs of the application to fulfill the task at hand.
- Define the steps needed to engage with the content. This should be considered on every screen.
- Define the buttons and features needed to engage with the tool.

Look and Feel:

It should look cool, hip and contemporary. The navigation system should be user friendly. It should have/show a selected state for one of the button

**Target for Success:** 80% with a B grade or better.

<p><b>ARTS65_SLO_3</b> - The student will demonstrate a basic knowledge of the terms and vocabulary associated with web design. <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Students are required to take a 25 question exam. <b>Target for Success:</b> 80% with a C Grade or better.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016 <b>Target :</b> Target Not Met 74% of the class received a C grade or better. (04/10/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The exam is open note and I am firm that the questions are fair and</p>	<p><b>Enhancement:</b> I will stress topics that will appear on the quiz. (04/10/2016)</p>
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*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

relevant. I will stress topics that will appear on the quiz.

# ARTS 70:Viewing Bay Area Art Museums and Galleries

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS70_SLO_1</b> - Students will view and compare and contrast art exhibitions as it relates to cultural, aesthetic, intellectual, ethical concerns as an art gallery/museum, artist and/or public. <b>SLO Status:</b> Active</p> <hr/> <p><b>ARTS70_SLO_2</b> - Students will demonstrate a working knowledge of visual and critical analysis of art exhibitions. <b>SLO Status:</b> Active</p>			

# ARTS 71:Gallery and Exhibition Design

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS71\_SLO\_1** - Students will apply a working knowledge of gallery design, gallery procedures and practices as it relates to exhibitions.

**SLO Status:** Active

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**ARTS71\_SLO\_2** - Students will demonstrate an understanding of visual and critical analysis of exhibition design.

**SLO Status:** Active

## ARTS 72: Internship in Art

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**ARTS72\_SLO\_1** - Students will develop an understanding of general museum exhibition skills and concepts and demonstrate those skills by direct working experience in a variety of tasks relating to museum/gallery operations.

**SLO Status:** Active

## ARTS 8:Two-Dimensional Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS8_SLO_1</b> - Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - A final project demonstrating an understanding of the elements and principles of design learned throughout the quarter.</p> <p><b>Target for Success:</b> 75% of the class will receive a C grade or higher in the class.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Students met the SLO (01/27/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I will continue to assess the class.</p>	<p><b>Enhancement:</b> Students were highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately for successful learning outcomes. (10/27/2016)</p> <p><b>Follow-Up:</b> I will continue with this plan of action and assess at a later date. (10/27/2016)</p>

# ARTS 85:Graphic Design: Motion Graphics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS85_SLO_1</b> - The student will design typography and images using motion as a creative design element.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students will create and produce a narrative driven 1-2 minute motion graphic. The project will be produced using industry standard software, such as Adobe After Effects, and will be output in a professional production format for deliverable and publication.  <b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            The highest score was 100%, the lowest score was 0. The average score was 96%. (11/01/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This class focuses on the production of a primary project that is developed throughout the entire quarter. This project is technically rigorous and demands that students stay engaged and on track throughout the quarter. The software allows the designer in this case the student to create a file that acts as a skeleton and holds a framework of assets. The animation is not finished or complete until it is rendered into a movie format. The act of accomplishing this is refereed to as a deliverable. The deliverable is set to a format used by industry professionals. The file type has evolved and changed over the years due to new technologies. The current practice is to output a file in MP4 format and uploaded to a content management system. In this case Youtube.com was chosen as the CMS due to its accessibility and cultural relativity.</p>	<p><b>Enhancement:</b> One of the areas where the student experience can be more efficient, is to more accurately connecting warmup exercises with the production of the primary animation. For example a warm up assignment should be created that teaches how to use kinetic text. The text used in this exercise can be extracted from the storyboard and narrative content. This can latter be used in the final animation.. (11/01/2019)  <b>Enhancement:</b> Enhancements for deliverable will be driven by technological changes in the software or due to changes in industry expectations. Currently no enhancements are necessary. (11/01/2019)</p>
<p><b>ARTS85_SLO_2</b> - The student will gain familiarity with software options that relates to current electronic media delivery platforms.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Student will use the industry standard software such as Adobe After Effects to produce their project. Students will output a final render following best practices and in a relevant production format.  <b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better in terms incorporate type and images in a motion graphic. Considering this is the first assessment it is being used as a benchmark.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Average score was 94%. The highest score was 100%. the lowest score was 0. All but one student received 90% or more. (11/01/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This class focuses on the production of a primary project that is developed throughout the entire quarter. This project is technically rigorous and demands that students stay engaged and on track throughout the quarter. The software allows the designer in this case the student to create a file that acts as a skeleton and holds a framework of assets. The animation is not finished or complete until it is rendered into a movie format. The act of accomplishing this is refereed to as a deliverable. The deliverable is set to a</p>	<p><b>Enhancement:</b> The students should be inline with industry expectations. Enhancements to deliverables will be driven by software or technological advancements and changes. Currently no enhancements are needed. (11/01/2019)</p>



*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

format used by industry professionals. The file type has evolved and changed over the years due to new technologies. The current practice is to output a file in MP4 format and uploaded to a content management system. In this case Youtube.com was chosen as the CMS due to its accessibility and cultural relativity.

# ARTS 86:Graphic Design: Digital Illustration Techniques

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>ARTS86_SLO_1</b> - The student will illustrate a higher level of ability with vector software in the creation and implementation of computer generated illustration with an emphasis on style and personal expression.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students are to design a poster for a musical event or town/city festival of their choice. The concept is derived from Counter Culture. Thematically it captures Art, Music, Performance.</p> <p>Process includes:</p> <ol style="list-style-type: none"> <li>1. Create / define an event that you will design a poster and logo type treatment.</li> <li>2. Research the event direction; look at previous designs and styles.</li> <li>3. Select a lineup or activities for your event.</li> <li>4. Create three moodboards for possible design directions.</li> <li>5. Thumbnail logo elements, illustrations, and poster layout.</li> <li>6. Ideate from your thumbnails.</li> <li>7. Draw a logo element in Illustrator that will be incorporated into the design.</li> <li>8. Create a unique image / illustration for the event in Illustrator. This will carry the poster. It should be point of emphasis.</li> <li>9. Compile all your content into the design and set your text using Indesign or Illustrator.</li> </ol>		
	<p><b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better. Considering this is the first assessment it is being used as a benchmark.</p>		
	<p><b>Project</b> - Create a visually interesting</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p>	<p><b>Enhancement:</b> Enhancements to</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>set of graphics in a series. The illustration may leverage a sketchy, loose, expressive hand drawn quality.</p> <p>Conceptually the student must visually communicate social commentary / awareness. Connect with world events in way that conveys a sense of gravity and importance.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Economy</li> <li>• Humanitarian Aid</li> <li>• War</li> <li>• Poverty</li> </ul> <p><b>Target for Success:</b> The target is 70 percent of students will receive a C grade or better. Considering this is the first assessment it is being used as a benchmark.</p>	<p><b>Target :</b> Target Met</p> <p>The project had 33 submissions. The lowest grade was a 0. The highest grade was 100%. The average grade was 89%. 96% of the class received a grade of C or better. (11/01/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The project outcomes were very high and inline with expectations. Students created work in a personal stylistic manner. The range and variation of styles were interesting and apparent. The means of personal illustrative expression inspires students to explore experimental and fresh techniques. I am excited about teaching this material again.</p>	<p>the class may include sharing more examples of professional avant- garde illustrators and artists with the aim to inspire and push students to explore more abstraction and expressive style in their work. I will also try to incorporator heuristic methods that are not actively pursued in this class. (11/01/2019)</p>

# Assessment: Course/Service Four Column



Dept - (CA) Dance and Theater

## DANC 22:Body Awareness and Conditioning for Dancers

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC22_SLO_1</b> - The student will enhance both his/her physical and intellectual understanding of how the body works, its limits and its potential. <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Students are given a quiz on elements of anatomy and kinesiology. <b>Target for Success:</b> 100% of students will receive a grade of B or above. <b>Comments/Notes:</b> 94% of students were successful.</p>		
<p><b>DANC22_SLO_2</b> - The student will experience an increase in flexibility, strength and coordination/body control. <b>SLO Status:</b> Active</p>			
<p><b>DANC22_SLO_3</b> - The student will gain a positive image of movement as a source of health. <b>SLO Status:</b> Active</p>			

# DANC 22K:Theory and Technique of Ballet I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC22K_SLO_1</b> - Perform the basic movements of ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - In-class demonstration  <b>Target for Success:</b> The students will all attempt the demonstration</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 17 people in the class, 15 people successfully attempted the demonstration. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While 15 people were really successful at the exam, 2 students that did not attempt it had attendance problems.</p>	
<p><b>DANC22K_SLO_2</b> - Identify ballet terminology and movement at a beginning level.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - In-class quiz  <b>Target for Success:</b> They all attempt the quiz.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 17 students, 15 people successfully attempted the quiz, and 2 did not. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The students that did not attempt the quiz had many, many absences, but the other students were very successful.</p>	

# DANC 22L:Theory and Technique of Ballet II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC22L_SLO_1</b> - Perform intermediate ballet dance sequences with consistent confidence demonstrating correct rhythms, body placement and coordination's</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - In-class demonstration</p> <p><b>Target for Success:</b> All the students in the class will attempt the demonstration.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Not Met</p> <p>Out of 2 students, 1 successfully attempted the demonstration and 1 did not. (11/29/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> One student was extremely successful in the class, but the other student struggled with absences.</p>	
<p><b>DANC22L_SLO_2</b> - Identify ballet terminology and movement at an intermediate level.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - An in-class quiz</p> <p><b>Target for Success:</b> All students in the class will attempt the quiz.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Not Met</p> <p>Out of two students, one passed and one did not. (11/29/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The one student that did not pass was due to absences.</p>	

# DANC 22M:Theory and Technique of Ballet III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC22M_SLO_1</b> - Perform intermediate contemporary dance exercises with consistent confidence demonstrating correct rhythms, body placement and coordination in three techniques.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/11/2013</p>	<p><b>Demonstration</b> - Students will complete an in-class demonstration  <b>Target for Success:</b> All students will attempt the demonstration.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            The one student in the class passed. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The student was very successful.</p>	
<p><b>DANC22M_SLO_2</b> - Perform intermediate contemporary dance combinations in three different techniques.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/11/2013</p>	<p><b>Exam - Course Test/Quiz</b> - In-class quiz  <b>Target for Success:</b> All students will attempt.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            The one student in the class passed the quiz. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The student was very successful.</p>	

# DANC 23A: Theory and Technique of Contemporary (Modern) Dance I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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**DANC23A\_SLO\_1** - Perform the basic movements of contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.

**SLO Status:** Active

**DANC23A\_SLO\_2** - Identify contemporary dance terminology and movements at a beginning level.

**SLO Status:** Active



## DANC 23B: Theory and Technique of Contemporary (Modern) Dance II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC23B_SLO_1</b> - Perform intermediate contemporary dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.</p> <p><b>SLO Status:</b> Active</p>			
<p><b>DANC23B_SLO_2</b> - Identify contemporary dance terminology and movement at an intermediate level.</p> <p><b>SLO Status:</b> Active</p>			

# DANC 23C:Theory and Technique of Contemporary (Modern) Dance III

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC23C\_SLO\_1** - Perform intermediate contemporary dance exercises with consistent confidence demonstrating correct rhythms, body placement and coordination in three techniques.

**SLO Status:** Active

**Outcome Creation Date:** 09/11/2013

**DANC23C\_SLO\_2** - Perform intermediate contemporary dance combinations in three different techniques.

**SLO Status:** Active

**Outcome Creation Date:** 09/11/2013

# DANC 23L: Theory and Technique of Hip-Hop I (Popular American Dance)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC23L_SLO_1</b> - Students will perform the basic steps and choreography required for successful dance collaboration and performance.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Learn and develop dance technique and dance choreography through rehearsals and drilling exercises.  <b>Target for Success:</b> 90% of students will demonstrate advancement in skills and technique.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met                      The students were able to get through the entire dance, with correct musicality, projection and basic skills. 80% of students are able to grasp and demonstration these concepts. (04/27/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student performance was adequate.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met                      All students performed to the best of their ability even though two were late arriving on stage. (06/29/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I especially liked the way the students transcended their energy level to the audience.</p>	<p><b>Enhancement:</b> I'd like to start requiring students to show proof that they have rehearsed outside of class to help them perform at a higher. (04/27/2016)</p> <hr/> <p><b>Enhancement:</b> In the future, I will reinforce the importance of being on time for entrances during stage performances. (06/29/2012)</p>

## DANC 23M:Theory and Technique of Hip-Hop II (Popular American Dance II)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC23M_SLO_1</b> - Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's at an intermediate level.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Performance at the end of the quarter in VPAC</p> <p><b>Target for Success:</b> 100% will perform the dance .</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>100% performed the dance as choreographed. (11/05/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> 100% of students danced all steps choreographed. Each student's performance level has grown and some students continue to perform in a dance company at a professional level.</p>	<p><b>Enhancement:</b> A place for students to rehearse on their own is needed. (11/05/2018)</p>
<p><b>DANC23M_SLO_2</b> - Create hip-hop dance sequences and express individuality through movement.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Ad hoc performances during class meetings.</p> <p><b>Target for Success:</b> 70% of students will perform the dance sequences.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>85-90% successfully perform the steps in small groups. (11/05/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students asked to do this in the beginning of the quarter are weaker, but as the quarter continues they gain confidence and perform well.</p>	<p><b>Enhancement:</b> A place for students to rehearse outside of class. (11/05/2018)</p>

## DANC 23N:Theory and Technique of Hip-Hop III (Popular American Dance III)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC23N_SLO_1</b> - Student will perform advanced steps and choreography required for successful collaboration and performance.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance -</b>            Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's at an advanced level level.  <b>Target for Success:</b> 100% of students will be able to dance the dance as choreographed.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            100% of students danced the dance as choreographed to the music. (11/05/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students performed the steps with a high level of quality and with muscle memory.</p>	<p><b>Enhancement:</b> Need more opportunities to perform in front of an audience. (11/05/2018)</p>

# DANC 24A: Theory and Technique of Social Dance I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC24A_SLO_1</b> - Perform the basic steps of a variety of fundamental traditional partner dances (Nite Club 2-Step, East Coast Swing, and Cha-Cha-Cha) at an introductory level demonstrating correct rhythms, and body placement while exhibiting traditional etiquette for social dance in a ballroom context.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - In-class demonstration  <b>Target for Success:</b> 100% of students will attempt the demonstration</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Not Met            Out of 30 students, 4 students did not complete the demonstration. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The students that did not complete the in-class demonstration ended up dropping the class.</p>	<p><b>Enhancement:</b> To help students learn the steps better and feel more confident in the class, we would like to have tutors or peer mentors because the students feel safer with people of their own peer group. (11/29/2017)</p>
<p><b>DANC24A_SLO_2</b> - Identify ballroom steps and combinations with correct terminology.</p> <p><b>SLO Status:</b> Archived SLO Statement</p>	<p><b>Demonstration</b> - In-class demonstration of steps with correct terminology  <b>Target for Success:</b> 100% of enrolled students will attempt the assignment.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            The students took an in-class quiz on terminology, and out of 30 students, 4 students did not complete the quiz. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The students that did not take the quiz ended up missing the class, so they could have used more encouragement from a peer or tutor.</p>	<p><b>Enhancement:</b> To help students learn the steps better and feel more confident in the class, we would like to have tutors or peer mentors because the students feel safer with people of their own age. (11/29/2017)</p>
<p><b>DANC24A_SLO_3</b> - Identify the historical origins of the Nite Club 2-Step, East Coast Swing, and Cha-Cha-Cha.</p> <p><b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 02/04/2018</p>			

# DANC 24B: Theory and Technique of Social Dance II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC24B_SLO_1</b> - Perform the basic steps of the: Foxtrot, Salsa, Rhumba, and Hustle at a beginning level with consistent confidence, demonstrating correct rhythm, and body placement.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Final exam  <b>Target for Success:</b> Everyone will attempt the exam</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 15 students, 1 did not take the final exam because he had enough points to pass the class. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The student that did not attempt the final had completed enough extra credit to pass the class with an A-. Everyone else was very successful on the exam.</p>	
<p><b>DANC24B_SLO_2</b> - Identify beginning ballroom steps and combinations with correct terminology. Identify beginning ballroom steps of the : Foxtrot, Salsa, Rhumba, and Hustle, with correct terminology; and choreograph movement combinations in those styles.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Final exam  <b>Target for Success:</b> All students will attempt the exam.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 15 students, one did not attempt the exam. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While nearly all the students were successful on the exam, one person did not take it due to having enough credit in the class to pass without taking the final.</p>	

## DANC 24C:Theory and Technique of Social Dance III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC24C_SLO_1</b> - Perform the steps of the Tango, West Coast Swing, Mambo, Samba, and Waltz at an intermediate level with consistent confidence, demonstrating correct rhythms, body placement and style appropriate for each genre."  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Final exam  <b>Target for Success:</b> All students will attempt the exam</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 7 students, 3 did not pass. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While 4 students did very well on the final exam, 3 students did not attempt the exam. Having a peer tutor/mentor to remind them of the exam time and help the students be more successful in attempting the exam.</p>	<p><b>Enhancement:</b> To help students learn the steps better and feel more confident in the class, we would like to have tutors or peer mentors because the students feel safer with people of their own age. (11/29/2017)</p>
<p><b>DANC24C_SLO_2</b> - Identify ballroom steps and combinations with the correct terminology.  <b>SLO Status:</b> Archived SLO Statement</p>	<p><b>Exam - Course Test/Quiz</b> - Final exam  <b>Target for Success:</b> All students will attempt the exam.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 7 students, 3 did not pass. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While 4 students successfully completed the exam, three people failed to take the exam.</p>	<p><b>Enhancement:</b> To help students learn the steps better and feel more confident in the class, we would like to have tutors or peer mentors because the students feel safer with people of their own age. (11/29/2017)</p>
<p><b>DANC24C_SLO_3</b> - Identify the historical origins of the Tango, West Coast Swing, Mambo, Samba, and Waltz. Perform choreographed movement combinations as well as improvisations.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 02/04/2018</p>			



# DANC 25A: Theory and Technique of Salsa Dance I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC25A_SLO_1</b> - Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Performance at the end of the quarter in VPAC</p> <p><b>Target for Success:</b> 90% will perform the dance</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All but one of the students performed. The choreography was executed as created. (11/14/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone was working together. The students performed the dance with muscle memory. Students wanted to come back for the course again, i.e. took the next level.</p>	<p><b>Enhancement:</b> Wish there was a way to guarantee a partner for each student. Perhaps contacting local studios to ensure this for final performance. (11/14/2017)</p>
<p><b>DANC25A_SLO_2</b> - Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students are asked to demonstrate certain salsa elements.</p> <p><b>Target for Success:</b> 100% will master</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>100% the basic salsa steps and movements. (11/14/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students fulfilled all expectations.</p>	<p><b>Enhancement:</b> A place for students to rehearse in is needed. (11/14/2017)</p>

## DANC 25B: Theory and Technique of Salsa Dance II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC25B_SLO_1</b> - Perform basic, intermediate steps of Salsa dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 03/20/2015</p>	<p><b>Presentation/Performance -</b> Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.</p> <p><b>Target for Success:</b> 80% of students will meet the criteria.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met 100% of students were able to perform the dance with partner as choreographed. (11/05/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students did steps excellently and developed a trust with their partners. At this level they are dancing with their faces having developed a character. They dance with a purpose and a sub-text and are committed to each step.</p>	<p><b>Enhancement:</b> A third quarter of Salsa Level II should be offered. The curriculum has been approved but never taught. (11/05/2018)</p>
<p><b>DANC25B_SLO_2</b> - Create Salsa dance sequences and express individuality through movement.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 03/20/2015</p>	<p><b>Presentation/Performance -</b> Ad hoc performance during class meetings.</p> <p><b>Target for Success:</b> 70% will be able to correctly perform the steps either individually or with a partner.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met 85-90% of students successfully performed the steps with a partner. (11/05/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students asked to do this are weaker but as the quarter continues students gain confidence and perform well.</p>	<p><b>Enhancement:</b> A place to practice outside of class like the studios for music or art students. (11/05/2018)</p>

# DANC 27A:Dance Workshop (Student Productions, the De Anza Dancers)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC27A_SLO_1</b> - Perform the dance techniques and theatrical skills necessary for public presentation.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - An in-class demonstration.  <b>Target for Success:</b> All students will attempt the demonstration.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            All 34 students passed the demonstration. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The students are really motivated by the end of the quarter show to be successful.</p>	
<p><b>DANC27A_SLO_2</b> - Identify the practical aspects of dance/theatre production and presentation.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - An in-class quiz.  <b>Target for Success:</b> All students will attempt the quiz.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            All 34 students passed the quiz (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> It was. a great class that was highly motivated by the end of the quarter show.</p>	

## DANC 27B:Dance Workshop (Student Productions, the De Anza Dancers)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC27B\_SLO\_1** - Perform the contemporary dance techniques and theatrical skills necessary for public presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

**DANC27B\_SLO\_2** - Student Learning Outcome: Identify the practical aspects of dance/theatre production and presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

# DANC 27C:Dance Workshop (Student Productions, the De Anza Dancers)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC27C\_SLO\_1** - Perform the popular dance (Jazz, Hip-hop) techniques and theatrical skills necessary for public presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

**DANC27C\_SLO\_2** - Identify the practical aspects of dance/theatre production and presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

## DANC 27D:Dance Workshop (Student Productions, the De Anza Dancers)

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC27D\_SLO\_1** - Perform the social dance techniques and theatrical skills necessary for public presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

**DANC27D\_SLO\_2** - Identify the practical aspects of dance/theatre production and presentation.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

# DANC 37A:Theory and Technique of Jazz Dance I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC37A_SLO_1</b> - Perform the basic steps of beginning jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Students will perform a choreographed dance.</p> <p><b>Target for Success:</b> 90% of students will perform</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met All but two performed. (11/14/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Some performed better than in practice.</p>	<p><b>Enhancement:</b> A place for students to practice in is needed. Costume "bank" would assist students who have more of a problem with finding/affording costumes. (11/14/2017)</p>
<p><b>DANC37A_SLO_2</b> - Identify beginning jazz dance terminology and movements.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students are asked to demonstrate certain salsa elements. (</p> <p><b>Target for Success:</b> 100% of students will be able to demonstrate the basics.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met 100% of students were able to demonstrate the basics. (11/16/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students do focus on learning the fundamentals.</p>	<p><b>Enhancement:</b> Having a place for students to practice outside of class time would allow to progress more quickly. (11/16/2017)</p>

## DANC 37B: Theory and Technique of Jazz Dance II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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**DANC37B\_SLO\_1** - Perform the steps of intermediate jazz dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination's.

**SLO Status:** Active

**DANC37B\_SLO\_2** - Identify intermediate jazz dance terminology, steps and historical styles.

**SLO Status:** Active



# DANC 37C:Theory and Technique of Jazz Dance III

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC37C\_SLO\_1** - Perform the steps of intermediate jazz dance sequences with confidence, demonstrating correct rhythms, body placement and coordination.

**SLO Status:** Active

**Outcome Creation Date:** 02/11/2018

# DANC 38A:Appreciation of Dance

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>DANC38A_SLO_2</b> - Analyze and intergrate their own artistic standards as they relate to dance performance and criticism.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students will write a critical evaluation of a live dance performance which is evaluated for objectivity and logic.  <b>Target for Success:</b> 100% of students will receive a grade of B or above.  <b>Comments/Notes:</b> 94% of Students are successful.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 34 students, 31 were successful and 3 were not. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Out of the 3 people that were not successful, they seemed to struggle with expressing themselves in writing. The rest were very successful at the exam.</p>	
<p><b>DANC38A_SLO_1</b> - Identify his/her own relationship to dance as a cultural phenomenon.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - The students are given an assignment to describe their past dance experiences. The results of this assignment are compared with a related question give the students on a quiz at the end of the quarter.  <b>Target for Success:</b> 100% of the students will have a marked increase in their understanding of dance on a universal level, and have developed a closer personal relationship and appreciation of dance.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Out of 34, 31 attempted the research paper and 3 did not. (11/29/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While the majority of the students were successful, 3 people struggled all quarter with turning in assignments.</p>	
<p><b>Demonstration</b> - Final research paper  <b>Target for Success:</b> All the students will attempt it.</p>			<p><b>Enhancement:</b> To help students learn the steps better and feel more confident in the class, we would like to have tutors or peer mentors because the students feel safer with people of their own age. (11/29/2017)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**DANC38A\_SLO\_3** - Students will demonstrate a general understanding of the history of dance in America.  
**SLO Status:** Active

**Exam - Course Test/Quiz** - Students must answer questions specific to American Dance history.  
**Target for Success:** 100% of studnts

**Program Review Reporting Year:** 2017-2018  
**Target :** Target Not Met  
94% of the students answered questions successively (80% correct). (12/12/2018)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Satisfied with the success rate. Of course some of the students chose not to take the exam.

# THEA 1:Appreciation of Theatre

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>THEA1_SLO_1</b> - The student will analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.  <b>SLO Status:</b> Active</p>	<p><b>Other</b> - Write a review of a live theatrical performance.  <b>Target for Success:</b> 100% will complete this assignment satisfactorily</p>		
<p><b>THEA1_SLO_2</b> - The student can use examples from theatrical performances to illustrate his/her own artistic standards.  <b>SLO Status:</b> Active</p>	<p><b>Other</b> - Write a review of live performance.  <b>Target for Success:</b> 100% will complete the assignment satisfactorily.</p>		
	<p><b>Laboratory Project</b> - Final play project: Read and analyze a play. In groups, each member works on a scene from a different angle (director, producer, etc.).  <b>Target for Success:</b> 100% of students complete the project satisfactorily.</p>		

# THEA 20A: Theory and Technique of Acting (Introduction)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>THEA20A_SLO_1</b> - Students develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance -</b> Monologue performance <b>Target for Success:</b> 100% will satisfactorily perform this monologue.</p> <p><b>Laboratory Project -</b> In class performance in the lab portion of class. The students worked on two in class performances. <b>Target for Success:</b> 100% of script memorized.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Not Met For the first performance, 60% of students had memorized their scripts and by the second performance 90% had memorized their scripts. (03/12/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I was pleased with the improvement from the first performance to the second.</p>	<p><b>Enhancement:</b> Beginning next quarter I will incorporate more in-class script work including beats and tactics which previously has been assigned as a take-home assignment. (03/12/2019)</p>
<p><b>THEA20A_SLO_2</b> - Students heighten abilities to analyze text and performance content for self-advancement. <b>SLO Status:</b> Active</p>	<p><b>Project -</b> Students read and analyze the play before performing a scene from the play. <b>Target for Success:</b> 80% of students will satisfactorily complete the assignment.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Met Script analysis assignment. At the beginning of the quarter the students were assigned text to analyze for Goals, obstacles, beats and tactics. 60% of the students completed the assignment. At the end of the quarter 95% of the students completed the assignment. (05/14/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Incorporating the above text analysis into improvisation based games and warm ups as well as bringing in other texts for them to analyze throughout the quarter improved both comprehension and performances</p>	
<p><b>THEA20A_SLO_3</b> - Students develop foundation knowledge of the processes of theatre as a collaborative art form. <b>SLO Status:</b> Archived SLO Statement</p>	<p><b>Presentation/Performance -</b> Rehearsing the scene with other actors leading up to the performance. <b>Target for Success:</b> 90% of students will learn their part satisfactorily.</p>		
<p><b>THEA20A_SLO_4</b> - Students progress critical thinking and interpersonal communication skills as well as</p>	<p><b>Presentation/Performance -</b> Students rehearse their parts with</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Met</p>	<p><b>Enhancement:</b> For next quarter a daily</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
diversity perspectives through collaborative projects. <b>SLO Status:</b> Active	their peers. <b>Target for Success:</b> 60% of students are able to productively rehearse.	Students began the quarter doing basic “open” scenes where 60% were successful incorporating the improvisation skills presented in class. (05/14/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> When returning to these “open” scenes at the end of the quarter, with different scene partners, 90% of the students were successful in incorporating the improvisation skills explored in class.	improv will be incorporated in to the class allowing for further daily collaboration. (05/14/2019)
<b>THEA20A_SLO_5</b> - Students gain and actively develop fundamental employment of the foundational acting process. <b>SLO Status:</b> Archived SLO Statement	<b>Presentation/Performance -</b> Improvisation <b>Target for Success:</b> 60% satisfactorily perform the improvisation.		

# THEA 20B: Theory and Technique of Acting (Modern Period)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>THEA20B_SLO_1</b> - Students employ more advanced techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - In class Performance.</p> <p><b>Target for Success:</b> 90% will perform satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>In the lab portion of class the students worked on two in class performances with text by Oscar Wilde. For the first performance, 70% of the students had memoized their scripts and by the second performance 90% had memorized their scripts. (05/14/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Beginning next quarter I will incorporate more in class script work including beats and tactics, which previously had been assigned as a take home assignment and I will explore one playwright.</p>	<p><b>Enhancement:</b> Beginning next quarter I will incorporate more in class script work including beats and tactics, which previously had been assigned as a take home assignment and I will explore one playwright. (05/14/2019)</p>
<p><b>THEA20B_SLO_2</b> - Students heighten abilities to analyze text and performance content for self-advancement.</p> <p><b>SLO Status:</b> Archived SLO Statement</p>			
<p><b>THEA20B_SLO_3</b> - Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Students began the quarter doing basic “open” scenes (based on characters from Oscar Wilde’s plays)</p> <p><b>Target for Success:</b> 90% will perform satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>Students began the quarter doing basic “open” scenes (based on characters from Oscar Wilde’s plays) where 70% were successful incorporating the improvisation skills presented in class. When returning to these “open” scenes at the end of the quarter, with different scene partners, 95% of the students were successful in incorporating the improvisation skills explored in class. (05/27/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students through practice improved their skills.</p>	<p><b>Enhancement:</b> For next quarter a daily improv will be incorporated in to the class allowing for further daily collaboration. (05/27/2019)</p>
<p><b>THEA20B_SLO_4</b> - Students gain and actively develop fundamental employment of more advanced, modern acting theories.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Script analysis assignment</p> <p><b>Target for Success:</b> 90% will complete the assignment satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Met</p> <p>At the beginning of the quarter the students were assigned text from Oscar Wilde’s plays to analyze for Goals, obstacles, beats and tactics. 70% of the students completed the assignment. At the end of the quarter 95% of the students completed the assignment. (05/27/2019)</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Incorporating the above text analysis into improvisation based games and warm ups improved comprehension and performances as the students explored these advanced scripts.



# THEA 20C: Theory and Technique of Acting (Classic Period)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>THEA20C_SLO_1</b> - Students employ more advanced, classical techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - In class performances. <b>Target for Success:</b> 90% will perform satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Met In the lab portion of class the students worked on two in class performances with text by Shakespeare. For the first performance, 80% of the students had memoized their scripts and by the second performance 95% had memorized their scripts. (05/27/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students improved throughout the quarter.</p>	<p><b>Enhancement:</b> Beginning next quarter I will incorporate more in class script work including beats and tactics, of classical texts which previously had been assigned as a take home assignment. (05/27/2019)</p>
<p><b>THEA20C_SLO_2</b> - Students progress critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Students began the quarter doing basic “open” scenes (based on characters from Shakespeare’s plays) <b>Target for Success:</b> 90% will perform satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Met 80% were successful incorporating the improvisation skills presented in class. When returning to these “open” scenes at the end of the quarter, with different scene partners, 95% of the students were successful in incorporating the improvisation skills explored in class. (05/27/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students did improve throughout the quarter.</p>	<p><b>Enhancement:</b> For next quarter a daily improv will be incorporated in to the class allowing for further daily collaboration. (05/27/2019)</p>
<p><b>THEA20C_SLO_3</b> - Students heighten abilities to analyze text and performance content for self-advancement. <b>SLO Status:</b> Archived SLO Statement</p>			
<p><b>THEA20C_SLO_4</b> - Students gain and actively develop fundamental employment of classical acting theories and techniques. <b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Script analysis assignment. <b>Target for Success:</b> 90% will perform satisfactorily.</p>	<p><b>Program Review Reporting Year:</b> 2018-2019 <b>Target :</b> Target Met At the beginning of the quarter the students were assigned text from Shakespeare’s plays to analyze for goals, obstacles, beats and tactics, iambic pentameter. 85% of the students completed the assignment. At the end of the quarter 95% of the students completed the assignment. (05/27/2019) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Incorporating the above text analysis into improvisation based games and warm ups improved comprehension and performance of these classical scripts.</p>	

# THEA 80A: Theory and Technique of Acting for the Camera

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**THEA80A\_SLO\_1** - Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.

**SLO Status:** Active

**THEA80A\_SLO\_2** - Demonstrate the ability to effectively market oneself and compete in the film and television business.

**SLO Status:** Active

**THEA80A\_SLO\_3** - Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size and continuity of takes.

**SLO Status:** Active

**THEA80A\_SLO\_4** - Demonstrate the basic skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self evaluation.

**SLO Status:** Active

# THEA 80B: Theory and Technique of Advanced Acting for the Camera

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**THEA80B\_SLO\_1** - Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.

**SLO Status:** Active

**THEA80B\_SLO\_2** - Demonstrate the ability to effectively market oneself and compete in the film and television business.

**SLO Status:** Active

**THEA80B\_SLO\_3** - Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size, and continuity of takes.

**SLO Status:** Active

**THEA80B\_SLO\_4** - Demonstrate advanced skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self-evaluation.

**SLO Status:** Active

# Assessment: Course/Service Four Column



Dept - (CA) Film/Television

## F/TV 1: Introduction to Cinematic Arts

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV1_SLO_1</b> - Apply an analytical approach learned in class to examine the narrative, visual and aural elements of a motion picture.  <b>SLO Status:</b> Archived SLO Statement  <b>Planned Assessment Quarters:</b> 2010-11 2-Fall, 2014-15 4-Spring</p>	<p><b>Exam - Course Test/Quiz</b> - Midterm and final examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of analysis that comprise the course content. The essay component requires critical thinking and analysis.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met                      Student performance ranged from outstanding to course failure. Eight percent of the 50-student class failed the course due to not taking the final exam. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> To foster better communication and accessibility to information, announcements/reminders about upcoming exams will be sent to enrolled students through MyPortal email and the MyPortal Consolidated Course Homepage.</p>	<p><b>Enhancement:</b> In-class review of the material will take place before the Midterm and Final exams. Reminders of upcoming exams will be sent via MyPortal email and MyPortal's Consolidated Course Homepage. (09/21/2015)  <b>Follow-Up:</b> In-class review and emailed reminders increased student success in Fall 2015 and Winter 2016. (03/19/2016)</p>
	<p><b>Other</b> - Analytical written assignment demonstrating a critical approach to cinematic arts and requiring the application of key technical, procedural, formal, and contextual elements  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met                      Six of 50 students failed the course, because they did not submit the written analytical paper. One student earned a "D" in the course, because of receiving a 60% on the analytical paper. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The submission of rough drafts will be encouraged. To foster better communication and accessibility to information, announcements/reminders about upcoming deadlines will be sent to enrolled students through MyPortal email and the MyPortal Consolidated Course Homepage.</p>	<p><b>Enhancement:</b> Encouraging students to submit rough drafts of the written assignment and instructor feedback will help ensure student success. (09/21/2015)  <b>Follow-Up:</b> The submission of rough drafts and subsequent instructor feedback greatly improved the quality of the written assignments in F/TV 1 during Fall Quarter 2015 and Winter Quarter 2016. (03/25/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV1_SLO_2</b> - Analyze representations of class, race, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.  <b>SLO Status:</b> Archived SLO Statement  <b>Planned Assessment Quarters:</b> 2010-11 2-Fall, 2014-15 4-Spring</p>	<p><b>Other</b> - Instructor evaluation of written assignment analyzing a 30-second commercial, including the analysis of representations of class, race/ethnicity, gender and sexuality.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  Students completing the assignment did so successfully. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Analyzing ideology in media screened in class greatly helped students with this assignment.</p>	<p><b>Enhancement:</b> Encouraging students to submit rough drafts of the written assignment and instructor feedback will help ensure student success. (09/21/2015)  <b>Follow-Up:</b> Instructor comments on rough drafts about the representations of class, race/ethnicity, gender and sexuality resulted in improved final drafts of written assignments in Fall Quarter 2015 and Winter Quarter 2016. (09/21/2015)</p>
<p><b>F/TV1_SLO_3</b> - Demonstrate the ability to critically analyze, interpret, and write about film and electronic media using film-specific language.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2016-17 4-Spring  <b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Other</b> - Instructor evaluation of written assignment analyzing a feature film or 30-second television commercial.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met  Of the 58 students enrolled in the class, 41 received grades of 70% or higher on this assignment. Three students received failing grades, including one plagiarized paper. Fourteen students had Incompletes on the assignment. (09/14/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although students are encouraged to submit rough drafts for feedback and to take advantage of De Anza's Writing &amp; Reading Center, many do not and their work suffers accordingly. Six students with Incompletes stopped attending class. Many students did not heed the advisory of having successfully completed EWRT 1 or ESL 5.</p>	<p><b>Enhancement:</b> Reinforce that student success relies on having completed the advisory. Strongly encourage the submission of rough drafts, getting help at the WRC and seeing me during my office hours. (09/25/2017)</p>
<p><b>F/TV1_SLO_4</b> - Demonstrate visual literacy through the application of the analytical tools of categories, theories and ideologies to understand the complex role and function of the cinematic arts in society, including representations of class, race/ethnicity, gender, ability and</p>	<p><b>Other</b> - Instructor evaluation of written assignment analyzing a 30-second commercial, including the analysis of representations of class, race/ethnicity, gender, ability and sexuality.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met  Of the 58 students enrolled in the class, 41 received grades of 70% or higher on this assignment. Three students received failing grades, including one plagiarized paper. Fourteen students had Incompletes on the assignment. (09/14/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although</p>	<p><b>Enhancement:</b> Reinforce that student success relies on having completed the advisory. Strongly encourage the submission of rough drafts, getting help at the WRC and seeing me during my office hours. (09/25/2017)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

sexuality.

**SLO Status:** Active

**Planned Assessment Quarters:** 2016-17 4-Spring

**Outcome Creation Date:** 09/25/2017

students are encouraged to submit rough drafts for feedback and to take advantage of De Anza's Writing & Reading Center, many do not and their work suffers accordingly. Six students with Incompletes stopped attending class. Many students did not heed the advisory of having successfully completed EWRT 1 or ESL 5.

**F/TV1\_SLO\_5** - Demonstrate the ability to critically analyze film and television as a technology, business, cultural production/cultural artifact, entertainment medium and art form.

**SLO Status:** Active

**Planned Assessment Quarters:** 2016-17 4-Spring

**Outcome Creation Date:** 09/25/2017

**Other** - Instructor evaluation of written assignment analyzing a feature film and its context in regards to technology, business, cultural production/cultural artifact, entertainment medium and art form.

**Target for Success:** 70%

**Program Review Reporting Year:** 2016-2017

**Target :** Target Met

Of the 58 students enrolled in the class, 41 received grades of 70% or higher on this assignment. Three students received failing grades, including one plagiarized paper. Fourteen students had Incompletes on the assignment. (09/14/2017)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students did not heed the advisory of having successfully completed EWRT 1 or ESL 5, and English was not their native language. Although students are encouraged to submit rough drafts for feedback and to take advantage of De Anza's Writing & Reading Center, many do not and their work suffers accordingly. Six students with Incompletes stopped attending class.

**Enhancement:** Reinforce that student success relies on having completed the advisory. Strongly encourage the submission of rough drafts, getting help at the WRC and seeing me during my office hours. (09/25/2017)

**F/TV1\_SLO\_6** - Demonstrate recognition, description and analysis of formal aesthetics elements of the cinematic arts (ie: narrative, mise-en-scene, cinematography, editing, sound).

**SLO Status:** Active

**Planned Assessment Quarters:** 2016-17 4-Spring

**Outcome Creation Date:** 09/25/2017

**Exam - Course Test/Quiz** - Midterm and final examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of analysis of formal aesthetic elements.

**Target for Success:** 70%

**Program Review Reporting Year:** 2016-2017

**Target :** Target Met

Forty-seven of the 58 students passed the Midterm with 70% or better. The 11 receiving Ds or Fs did not do well on the essay component, which was worth 25/100 points; most of them were international students. Forty-five did well on the Final with 16 perfect scores. Six students did not show up to take the exam. (09/14/2017)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** International students find the course most challenging, because of the difficulties with their English comprehension and English-writing skills.

**Enhancement:** Reinforce that student success relies on having completed the advisory. Strongly encourage the submission of rough drafts, getting help at the WRC and seeing me during my office hours. Spend more time reviewing the material before the Midterm and Final exams. (09/25/2017)

## F/TV 2A, 2AW:History of Cinema (1895-1950)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV2A_SLO_1</b> - Comprehend the historical development of narrative film from 1895 to 1950, including film language and film art.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2014-15 4-Spring</p>	<p><b>Exam - Course Test/Quiz</b> - Grading of analytical or research paper; quiz, midterm and final exams  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 50 students enrolled, 43 or 86% received passing grades in the course based on their total points. (02/25/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments, and one student had extremely low exam grades.</p>	<p><b>Enhancement:</b> Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback. (02/25/2014)</p>
	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 50 students enrolled in the course, 4 did not complete the Final Exam and/or submit the essay section and failed the course. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Send out reminders about the exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.</p>	<p><b>Enhancement:</b> Reminders of upcoming exams were announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage. (09/21/2015)  <b>Follow-Up:</b> Despite emailing reminders, 5 of 51 students in Fall Quarter 2015 failed to take the Final Exam and/or submit the Take-home Final Exam Essay. (12/11/2015)</p>
<p><b>F/TV2A_SLO_2</b> - Display ability to critically appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2014-15 4-Spring</p>	<p><b>Other</b> - Grading of analytical or research paper; quiz, midterm and final exams  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 50 students enrolled, 43 or 86% received passing grades in the course based on their total points. (02/25/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments, and one student had extremely low exam grades.</p>	<p><b>Enhancement:</b> Distribute a Study Guide and review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback. (02/25/2014)</p>
	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of lectures</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met</p>	<p><b>Enhancement:</b> Reminders of upcoming exams were announced</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.</p> <p><b>Target for Success:</b> 70%</p>	<p>Of the 50 students enrolled in the course, 4 did not complete the Final Exam and/or submit the essay section and failed the course. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Emailing reminders of upcoming exams may contribute to student attendance.</p>	<p>in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage. (09/21/2015)</p> <p><b>Follow-Up:</b> Despite emailing reminders, 5 of 51 students in Fall Quarter 2015 failed to take the Final Exam and/or submit the Take-home Final Exam Essay. (12/11/2015)</p>
<p><b>F/TV2A_SLO_3</b> - Distinguish significant genres, movements, film artists and national schools of filmmaking from 1895 to 1950.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2014-15 4-Spring</p>	<p><b>Other</b> - Grading of analytical or research paper; quiz, midterm and final exams</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Of the 50 students enrolled in the course, 4 did not complete the Final Exam and/or submit the essay section and failed the course. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback; email reminders about the test dates.</p>	<p><b>Enhancement:</b> Reminders of upcoming exams were announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage. (09/21/2015)</p> <p><b>Follow-Up:</b> Despite emailing reminders, 5 of 51 students in Fall Quarter 2015 failed to take the Final Exam and/or submit the Take-home Final Exam Essay. (12/11/2015)</p>
		<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 50 students enrolled, 43 or 86% received passing grades in the course based on their total points. (02/25/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments, and one student had extremely low exam grades.</p>	<p><b>Enhancement:</b> Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback. (02/25/2014)</p>
<p><b>F/TV2A_SLO_4</b> - Analyze</p>	<p><b>Other</b> - Grading of analytical or</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p>	<p><b>Enhancement:</b> Review material</p>



<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2014-15 4-Spring</p>	<p>research paper; quiz, midterm and final exams</p> <p><b>Target for Success:</b> None set: First cycle</p> <p><b>Other</b> - Grading of analytical or research paper; quiz, midterm and final exams</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Target :</b> Target Met</p> <p>Of the 50 students enrolled, 43 or 86% received passing grades in the course based on their total points. (02/25/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments, and one student had extremely low exam grades.</p> <p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Of the 50 students enrolled in the course, only 4 did not complete the Final Exam and/or submit the essay section and failed the course. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reminders of upcoming exams announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage may increase the success rate.</p>	<p>before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback. (02/25/2014)</p> <p><b>Enhancement:</b> Send out reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements. (09/21/2015)</p> <p><b>Follow-Up:</b> Despite emailing reminders, 5 of 51 students in Fall Quarter 2015 failed to take the Final Exam and/or submit the Take-home Final Exam Essay (12/11/2015)</p>

## F/TV 2B, 2BW:History of Cinema (1950-Present)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV2B_SLO_1</b> - Comprehend the historical development of narrative film from 1950 to the present, including film language and film art.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 2-Fall, 2014-15 3-Winter</p>	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 46 enrolled students, 4 failed the course because they did not submit the Take-home essay component of the Final Exam. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Distribute reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.</p>	<p><b>Enhancement:</b> Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements. (03/27/2015)  <b>Follow-Up:</b> Despite the emailed reminders, 5 of 54 students did not submit the Take-home essay of the Final Exam in Fall Quarter 2015. (12/11/2015)</p>
<p><b>F/TV2B_SLO_2</b> - Display ability to utilize critical thinking skills and appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 2-Fall, 2014-15 3-Winter</p>	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 46 enrolled students, 4 failed the course because they did not submit the Take-home essay component of the Final Exam. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Distribute reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.</p>	<p><b>Enhancement:</b> Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements. (03/27/2015)  <b>Follow-Up:</b> Despite the emailed reminders, 5 of 54 students did not submit the Take-home essay of the Final Exam in Fall Quarter 2015. (12/11/2015)</p>

## Student Learning Outcomes (SLOs)

## Assessment Methods

## Assessment Data Summaries

## Enhancements

**F/TV2B\_SLO\_3** - Distinguish significant genres, movements, film artists and national schools of filmmaking from 1950 to the present.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2010-11 2-Fall, 2014-15 3-Winter

**Exam - Course Test/Quiz** - Quizzes testing comprehension of lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  
**Target for Success:** 70%

**Program Review Reporting Year:** 2014-2015  
**Target :** Target Met  
Of the 46 enrolled students, 4 failed the course because they did not submit the Take-home essay component of the Final Exam. (03/27/2015)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Distribute reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.

**Enhancement:** Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements. (03/27/2015)  
**Follow-Up:** Despite the emailed reminders, 5 of 54 students did not submit the Take-home essay of the Final Exam in Fall Quarter 2015. (12/11/2015)

**F/TV2B\_SLO\_4** - Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2010-11 2-Fall, 2014-15 3-Winter

**Exam - Course Test/Quiz** - Quizzes testing comprehension of lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  
**Target for Success:** 70%

**Program Review Reporting Year:** 2014-2015  
**Target :** Target Met  
Of the 46 enrolled students, 4 failed the course because they did not submit the Take-home essay component of the Final Exam. (03/27/2015)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Distribute reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.

**Enhancement:** Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements. (03/27/2015)  
**Follow-Up:** Despite the emailed reminders, 5 of 54 students did not submit the Take-home essay of the Final Exam in Fall Quarter 2015. (12/11/2015)

## F/TV 2C, 2CW:Contemporary World Cinema

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV2C_SLO_1</b> - Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 3-Winter</p>	<p><b>Other</b> - Grading of analytical or research paper; midterm and final exams  <b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 54 students enrolled, 48 or 89% received passing grades in the course based on their total points. (08/15/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments or extremely low exam grades.</p>	<p><b>Enhancement:</b> Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback. (01/06/2015)</p>
	<p><b>Exam - Course Test/Quiz</b> - Midterm and two-hour final examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the terminology, theories, core concepts, and methods of analysis that comprise the course content. The essay component will require critical thinking and analysis.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 56 enrolled students, 9 failed the course because they did not complete the Final Exam and/or submit the Take-home Essay component of it. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reviewing the material in class and emailing students reminders of the upcoming exams may increase student success.</p>	<p><b>Enhancement:</b> Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course Homepage announcements. (01/04/2016)</p>
	<p><b>Other</b> - Written research or critical analysis paper reflecting a synthesis of this new knowledge and a greater understanding of contemporary world cinema, and applying this knowledge to selected films and artists, as viewed and discussed in the course; additional research or critical paper at the instructor's discretion.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Eleven of the 56 students failed to submit the written assignment (journal, analytical paper or research paper) and failed the class. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Besides requiring instructor topic approval one month before the due date, encouraging the submission of rough drafts may increase student success.</p>	<p><b>Enhancement:</b> Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success. (01/04/2016)  <b>Follow-Up:</b> TBD (03/25/2016)</p>
<p><b>F/TV2C_SLO_2</b> - Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-</p>	<p><b>Other</b> - Grading of analytical or research paper; midterm and final exams  <b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 54 students enrolled, 48 or 89% received passing grades in the course based on their total points. (08/15/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students</p>	<p><b>Enhancement:</b> Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback. (01/06/2015)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
15 3-Winter	<p><b>Exam - Course Test/Quiz</b> - Midterm and two-hour final examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the terminology, theories, core concepts, and methods of analysis that comprise the course content. The essay component will require critical thinking and analysis.</p> <p><b>Target for Success:</b> 70%</p>	<p>failed the course due to incomplete assignments or extremely low exam grades.</p> <p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Of the 56 enrolled students, 9 failed the course because they did not complete the Final Exam and/or submit the Take-home Essay component of it. (03/27/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reviewing the material in class and emailing students reminders of the upcoming exams may increase student success.</p>	<p><b>Enhancement:</b> Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course Homepage announcements. (01/04/2016)</p>
	<p><b>Other</b> - Written research or critical analysis paper reflecting a synthesis of this new knowledge and a greater understanding of contemporary world cinema, and applying this knowledge to selected films and artists, as viewed and discussed in the course; additional research or critical paper at the instructor's discretion.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Eleven of the 56 students failed to submit the written assignment (journal, analytical paper or research paper) and failed the class. (03/27/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Besides requiring instructor topic approval one month before the due date, encouraging the submission of rough drafts may increase student success.</p>	<p><b>Enhancement:</b> Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success. (01/04/2016)</p> <p><b>Follow-Up:</b> TBD (03/25/2016)</p>
<p><b>F/TV2C_SLO_3</b> - Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2014-15 3-Winter</p>	<p><b>Other</b> - Grading of analytical or research paper; midterm and final exams</p> <p><b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 54 students enrolled, 48 or 89% received passing grades in the course based on their total points. (08/15/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Six students failed the course due to incomplete assignments or extremely low exam grades.</p>	<p><b>Enhancement:</b> Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback. (01/06/2015)</p>
	<p><b>Exam - Course Test/Quiz</b> - Midterm and two-hour final examination using a combination of objective, short answer and essay questions to</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Of the 56 enrolled students, 9 failed the course because they did not complete the Final Exam and/or submit the</p>	<p><b>Enhancement:</b> Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>evaluate the student's grasp of the terminology, theories, core concepts, and methods of analysis that comprise the course content. The essay component will require critical thinking and analysis  <b>Target for Success:</b> 70%</p> <p><b>Other</b> - Written research or critical analysis paper reflecting a synthesis of this new knowledge and a greater understanding of contemporary world cinema, and applying this knowledge to selected films and artists, as viewed and discussed in the course; additional research or critical paper at the instructor's discretion.  <b>Target for Success:</b> 70%</p>	<p>Take-home Essay component of it. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reviewing the material in class and emailing students reminders of the upcoming exams may increase student success.</p> <p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  Eleven of the 56 students failed to submit the written assignment (journal, analytical paper or research paper) and failed the class. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Besides requiring instructor topic approval one month before the due date, encouraging the submission of rough drafts may increase student success.</p>	<p>Homepage announcements. (01/04/2016)</p> <p><b>Enhancement:</b> Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success. (01/04/2016)  <b>Follow-Up:</b> TBD (03/25/2016)</p>

# F/TV 10: Introduction to Electronic Media

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV10_SLO_1</b> - Students will be able to select, analyze and evaluate competing information to synthesize a personal philosophy of media.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 2-Fall</p>	<p><b>Project</b> - The assessment method is a term paper as specifically referenced in the SLO. In this paper, students are asked to evaluate arguments made in a one of a number of prominent media texts. In doing so, they are also asked to consider how the theories presented play out practically in today's culture. This is the final cumulative project of the quarter meant to demonstrate and synthesize all that has been learned.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Not Met            41 out of 48 students received "C" or better on the term paper. This means that 85.4% of the class received higher than a "C" for the assignment. (12/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While the numbers are very close to the target, I still feel as if there is room for improvement in the assignment as a means of assessing this outcome. Though the grades reflect what I feel to be excellent work, I think that the topic and intent of paper could be more specifically focused through adjusting the parameters of the assignment itself. As it stands, many students are writing in a way that feels too much like a book report and not enough like an analytical paper with their own ideas. I have been doing small re-writes to the assignment over the last few quarters, but I think a more thorough overhaul is in order.             I think it is also worth noting that, of the 7 students who received a 'C' or below, 6 did not turn in a paper at all.</p>	<p><b>Enhancement:</b> In Winter Quarter 2016, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in. (01/27/2016)   <b>Enhancement:</b> In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in. (01/27/2016)</p>
	<p><b>Project</b> - During the quarter, students are required to complete four Media Analysis Assignments</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Not Met            Upon calculating scores for the four graded Media Analysis</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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that are designed to help develop their critical response to media of all types. These short written responses ask students to reflect upon screenings, assigned articles, and lecture topics in order to both analytically dissect the content and react personally to the material.  
**Target for Success:** 100% of students receive a grade of 'C' or better

Assignments, I have found that 53.5% of the class received a score of 'C' or better. In other words, 30 of the 56 students in class met the goal. This falls below the previously stated target for success.

To dig into the data a bit more, Winter quarter was an especially low scoring class with low attendance overall. Of the 26 students who did not receive a 'C' or better, 8 students did not turn in any of these four assignments at all. All of the scores below 70% were due exclusively to students not submitting all completed assignments. (04/08/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** As mentioned elsewhere, the Winter quarter was a particularly challenging one in terms of attendance and homework completion. The students who were committed and completing their work showed a high level of proficiency, but there was a large category of students who were not finishing their assignments at all. Since this quarter's data is not representative of my overall experience in this course, I don't see that it is the assignments to blame, merely the circumstances.

So, again, I find myself in a strange place with this Winter quarter assessment. The quality of the work was high, but there was also a distressingly high number of students who did not even try. I have started using increasing amounts of graded in-class participation methods in an attempt to ensure attendance, but I still find that a lack of showing up is the number one indicator for failure in the class, and it's an incredibly difficult thing to know how to stop.

<p><b>F/TV10_SLO_2</b> - Students will be able to synthesize course concepts into a term paper selected from several topic options.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 2-Fall</p>	<p><b>Project</b> - The assessment method is a term paper as specifically referenced in the SLO. In this paper, students are asked to evaluate arguments made in a one of a number of prominent media texts. In doing so, they are also asked to consider how the theories presented</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Not Met  In Winter of 2016, I revised the Media Research Paper assignment as outlined in the last round of SLO assessments. Upon calculating scores for the three graded elements of the paper, I have found that 60.7% of the class received a score of 'C' or better. In other words, 33 of the 56 students in class met the goal. This falls below the</p>	
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<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>play out practically in today's culture. This is the final cumulative project of the quarter meant to demonstrate and synthesize all that has been learned.</p> <p><b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p>previously stated target for success.</p> <p>To dig into the data a bit more, Winter quarter was an especially low scoring class with low attendance overall. Of the 23 students who did not receive a 'C' or better, 22 students did not turn in a media research paper at all. Their failure was due exclusively to not submitting a completed assignment. Of those 22 students, roughly one-third had largely stopped attending class at all beyond the halfway point of the quarter.</p> <p>Of the students that did submit the paper, the results are much more positive. 34 research papers were submitted, and within that subset, there were 13 scores of 90% or higher, 10 scores of 80% or higher, 10 scores of 70% or higher, and one paper that received an 'F.' (04/08/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In my opinion, the research paper assignment has been changed in a few ways that has made it more effective pedagogically even if the grading data for this particular quarter do not bear out that conclusion. To recount those improvements, first, I added more preliminary steps before getting to the research paper. Students were required to submit a thesis statement and outline several weeks before the paper's due date in an attempt to get them thinking about the assignment earlier.</p> <p>Second, I rewrote the content of the assignment itself to, again, make it more accessible. Previously, I had required each student to read one book from a given selection and construct an argument based off its theories. This past quarter, I shifted the subject matter to exploring current news controversies and how the media has determined the nature of the coverage and resulting public opinion. With this change, I found that the content of the papers themselves were much more passionate, well-researched, and appropriately analytical than previous quarters.</p> <p>So I find myself in a strange place with this Winter quarter assessment. The quality of the work was high, but there</p>	

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

was also a distressingly high number of students who did not even try. I have started using increasing amounts of graded in-class participation methods in an attempt to ensure attendance, but I still find that a lack of showing up is the number one indicator for failure in the class, and it's an incredibly difficult thing to know how to stop.

**Program Review Reporting Year:** 2014-2015

**Target :** Target Not Met

41 out of 48 students received "C" or better on the term paper. This means that 85.4% of the class received higher than a "C" for the assignment. (12/12/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the numbers are very close to the target, I still feel as if there is room for improvement in the assignment as a means of assessing this outcome. Though the grades reflect what I feel to be excellent work, I think that the topic and intent of paper could be more specifically focused through adjusting the parameters of the assignment itself. As it stands, many students are writing in a way that feels too much like a book report and not enough like an analytical paper with their own ideas. I have been doing small re-writes to the assignment over the last few quarters, but I think a more thorough overhaul is in order.

I think it is also worth noting that, of the 7 students who received a 'C' or below, 6 did not turn in a paper at all.

**Enhancement:** In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in. (01/27/2016)

**F/TV10\_SLO\_3** - Students will be able to hypothesize the future of media in the United States.

**SLO Status:** Active

**Planned Assessment Quarters:** 2014-15 2-Fall, 2015-16 2-Fall

**Project** - The assessment method is a term paper as specifically referenced in the SLO. In this paper, students are asked to evaluate arguments made in a one of a number of prominent media texts. In doing so, they are also asked to consider how the theories presented play out practically in today's culture. This is the final cumulative project of the quarter meant to demonstrate and synthesize all that

**Program Review Reporting Year:** 2015-2016

**Target :** Target Not Met

In Winter of 2016, I revised the Media Research Paper assignment as outlined in the last round of SLO assessments. Upon calculating scores for the three graded elements of the paper, I have found that 60.7% of the class received a score of 'C' or better. In other words, 33 of the 56 students in class met the goal. This falls below the previously stated target for success.

To dig into the data a bit more, Winter quarter was an especially low scoring class with low attendance overall. Of

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

has been learned.  
**Target for Success:** 100% of students receive a grade of 'C' or better

the 23 students who did not receive a 'C' or better, 22 students did not turn in a media research paper at all. Their failure was due exclusively to not submitting a completed assignment. Of those 22 students, roughly one-third had largely stopped attending class at all beyond the halfway point of the quarter.

Of the students that did submit the paper, the results are much more positive. 34 research papers were submitted, and within that subset, there were 13 scores of 90% or higher, 10 scores of 80% or higher, 10 scores of 70% or higher, and one paper that received an 'F.' (04/08/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** In my opinion, the research paper assignment has been changed in a few ways that has made it more effective pedagogically even if the grading data for this particular quarter do not bear out that conclusion. To recount those improvements, first, I added more preliminary steps before getting to the research paper. Students were required to submit a thesis statement and outline several weeks before the paper's due date in an attempt to get them thinking about the assignment earlier.

Second, I rewrote the content of the assignment itself to, again, make it more accessible. Previously, I had required each student to read one book from a given selection and construct an argument based off its theories. This past quarter, I shifted the subject matter to exploring current news controversies and how the media has determined the nature of the coverage and resulting public opinion. With this change, I found that the content of the papers themselves were much more passionate, well-researched, and appropriately analytical than previous quarters.

So I find myself in a strange place with this Winter quarter assessment. The quality of the work was high, but there was also a distressingly high number of students who did not even try. I have started using increasing amounts of graded in-class participation methods in an attempt to ensure attendance, but I still find that a lack of showing up

is the number one indicator for failure in the class, and it's an incredibly difficult thing to know how to stop.

**Program Review Reporting Year:** 2014-2015

**Target :** Target Not Met

41 out of 48 students received "C" or better on the term paper. This means that 85.4% of the class received higher than a "C" for the assignment. (12/12/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the numbers are very close to the target, I still feel as if there is room for improvement in the assignment as a means of assessing this outcome. Though the grades reflect what I feel to be excellent work, I think that the topic and intent of paper could be more specifically focused through adjusting the parameters of the assignment itself. As it stands, many students are writing in a way that feels too much like a book report and not enough like an analytical paper with their own ideas. I have been doing small re-writes to the assignment over the last few quarters, but I think a more thorough overhaul is in order.

I think it is also worth noting that, of the 7 students who received a 'C' or below, 6 did not turn in a paper at all.

**Enhancement:** In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in. (01/27/2016)

## F/TV 20:Basic Digital Film/Video Production

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV20_SLO_1</b> - Use and apply dramatic skills learned in class to cast and evaluate actors in a production.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 3-Winter, 2015-16 2-Fall</p>	<p><b>Project</b> - Cast student actors in a production or choose to cast friends or relatives in front of the camera.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 26 students enrolled in this course in Winter 2016, all 26 worked with student actors in their productions or chose to cast their friends or relatives in front of the camera. This experience made everyone to realize the logistical difficulties of working with multiple actors, whether professional or not. Despite all hurdles, everyone completed their first project. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Given the logistical difficulties of scheduling student actors on 26 student projects, I have allowed students to draw from the pool of their fellow classmates and relatives to appear in front of the camera, given the fact that this is the students' very first video project where they learn hands-on what a story is, how to tell it visually, and how to work with actors, albeit in a rudimentary way.</p>	<p><b>Enhancement:</b> A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders. (04/15/2016)</p>
<p><b>F/TV20_SLO_2</b> - Apply and use visual storytelling methods in the production of a film or video.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 3-Winter, 2015-16 2-Fall</p>	<p><b>Project</b> - Evaluate a digital video project in terms of visual storytelling methods.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 26 students enrolled in this course in Winter 2016, all 26 applied visual storytelling methods in the production of their digital video project. Moreover, one of the course projects involved special emphasis on being visual as opposed to narrative in nature, emphasizing mood and feeling over plot, and working with MOS shots vs. dialogue. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The Visual Project that I assign in F/TV 20 allows students to pay particular attention to their framing and composition, their work with the camera, and the types of shots that they choose to implement as visual storytellers.</p>	

# F/TV 22:16mm Film Production I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV22_SLO_1</b> - Develops and executes a shooting list from a production script, using film techniques.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Portfolio Review</b> - Demonstrate capacity to design and complete a shooting list from a production script.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>27 students were enrolled and 26 passed the class. (12/11/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider individual student capacities and complexity of projects when assessing shooting lists. (09/26/2016)</p>
<p><b>F/TV22_SLO_2</b> - Identify the different film stocks for different shooting situations.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Portfolio Review</b> - Demonstrate capacity to identify the different film stocks for different shooting situations.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>27 students were enrolled and 26 passed the class. (12/11/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider lighting conditions when assessing results. (09/26/2016)</p>

# F/TV 23:Beginning TV Studio Production

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV23_SLO_1</b> - Identify and exhibit mastery of positions in television production studio.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 2-Fall</p> <p><b>Outcome Creation Date:</b> 03/19/2014</p>	<p><b>Exam - Course Test/Quiz</b> - Students are required to rotate through various positions in the TV studio and control room to identify crucial equipment and demonstrate their functions. Positions tested are the video switcher, computer graphics, audio console and microphone usage, server record and playback, camera, floor direction and lighting.</p> <p><b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met</p> <p>20 out of 22 students received a grade of 'C' or better on the project, meaning that 90.9% of the class met the target for success. The two students who did not receive a 'C' did not show up for the exam at all. Of those students that completed the exam, 100% scored 87.5% or better. (12/11/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> By and large, the success rate for this class is strong, and I attribute that to two factors: our high-level equipment and in-class support. First off, this class is held in our TV studio and control room, together the most advanced and expensive portion of department's floor. The studio features a professional setup and accurately simulates the real-world experience of working on a television broadcast. That being said, it is also incredibly expensive and difficult to maintain. High levels of funding are needed for consistent improvements and maintenance to be sure that the studio continues to provide a professional standard and keeps being further equipped to support advances in the industry.</p> <p>Second, there has traditionally been financial support for a paid student assistant in the class. Keeping this support is essential, since during shoots, the studio is divided into two separate areas/floors, and the instructor can only be in one place at one time. Having someone there to supervise and assist in both the control room and the TV studio itself is a necessity for a class like this. Otherwise, the instructor is literally stopping class and running up and down a flight of stairs every few minutes to answer questions. For a situation like broadcast where the recording has to happen in a very coordinated manner in real time, this sort of interruption is a huge time waster. Having a student worker available to assist and answer questions makes the communication and production challenges of filming with an entire class as the crew every week much more possible.</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Students met expectations of the class. (03/19/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students met requirements, however many lacked a sufficient understanding of the audio console.</p>	<p><b>Enhancement:</b> Many students do not understand basic audio signal routing concepts. Greater care? should be taken when instructing students on how audio is routed through the various stages? of the audio console. (09/24/2014)</p>
<p><b>F/TV23_SLO_2</b> - Organize and produce a completed studio television production within a multicamera crew setting.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Project</b> - Assess the ability of students to write, produce and direct an 8-minute in-studio television program. Students must show competency in producing a production that includes lighting, staging, directing, camera, chroma key and standard key effects, audio recording, and playback. Productions are recorded simulating a live broadcast style with proper timing of the show and packages elements.  <b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Not Met            19 out of 22 students received a grade of 'C' or better on the project, meaning that 86.3% of the class met the target for success. The three students who did not receive a 'C' did not show up for the filming of their projects in class at all. Of those students that did complete the project, 100% scored 88.5% or better. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> By and large, the success rate for this class is strong, and I attribute that to two factors: our high-level equipment and in-class support. First off, this class is held in our TV studio and control room, together the most advanced and expensive portion of department's floor. The studio features a professional setup and accurately simulates the real-world experience of working on a television broadcast. That being said, it is also incredibly expensive and difficult to maintain. High levels of funding are needed for consistent improvements and maintenance to be sure that the studio continues to provide a professional standard and keeps being further equipped to support advances in the industry.</p> <p>Second, there has traditionally been financial support for a paid student assistant in the class. Keeping this support is essential, since during shoots, the studio is divided into two separate areas/floors, and the instructor can only be in one place at one time. Having someone there to supervise and assist in both the control room and the TV studio itself is a necessity for a class like this. Otherwise, the instructor is literally stopping class and running up and down a flight of stairs every few minutes to answer questions. For a situation like broadcast where the recording has to happen</p>	



*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

in a very coordinated manner in real time, this sort of interruption is a huge time waster. Having a student worker available to assist and answer questions makes the communication and production challenges of filming with an entire class as the crew every week much more possible.

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

Students met the requirements of the assignment.  
(03/12/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some students seemed unprepared for rehearsal as media files for teleprompter, some stills ?and clips were not ready.

**Enhancement:** Continued reinforcement of the pre-production process. (09/24/2014)

## F/TV 26:Introduction to Film/Television Directing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV26_SLO_1</b> - Analyze and breakdown a script for casting and location shooting.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Project</b> - Students analyzed and broke down a script for casting and location shooting, along with a detailed scene analysis.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 20 students enrolled in F/TV 50 in Fall 2015, 17 analyzed and broke down a script for casting and location shooting, along with a detailed scene analysis. One student received an incomplete and has to yet complete the coursework, and two students received failing grades since they did not attend class and did not complete the coursework. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students learned how to and were better prepared to hold auditions and cast for their projects. Students also learned how to prepare for rehearsal with actors, break down the script in preparation for shooting, location scout and manage location releases and permits, and understand the production permits and insurance process.</p>	
<p><b>F/TV26_SLO_2</b> - To evaluate and guide the performance of an actor in a production.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Project</b> - Evaluate and guide the performance of an actor in a production, together with creating a detailed scene analysis.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 20 students enrolled in F/TV 50 in Fall 2015, 17 evaluated and guided the performance of an actor in a production, together with creating a detailed scene analysis. One student received an incomplete and has to yet complete the coursework, and two students received failing grades since they did not attend class and did not complete the coursework. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students worked closely with De Anza’s Theater Department student actors who came to perform monologues in front of the camera and be directed by our directing students. F/TV 50 students also wrote dialogue scenes and applied what they had learned during class in terms of guiding an actor to a more truthful performance, and subsequently shot and edited the scenes into short video projects.</p>	<p><b>Enhancement:</b> Students worked closely with De Anza’s Theater Department student actors who came to perform monologues in front of the camera and be directed by our directing students. F/TV 50 students also wrote dialogue scenes and applied what they had learned during class in terms of guiding an actor to a more truthful performance, and subsequently shot and edited the scenes into short video projects. (04/02/2016)</p>

## F/TV 27:Non-Linear Editing

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV53_SLO_1</b> - Uses and applies the post production workflow for non-linear editing in a production.</p> <p><b>SLO Status:</b> Archived SLO Statement</p> <p><b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Students are given a practical exam to demonstrate their ability to take a short editing project from start to finish using Avid Media Composer. Each student receives a small amount of footage and a basic script, and from there, they are to edit a 15-20 second commercial demonstrating the following techniques: on-screen titles, audio, visual effects, transitions, and proper exporting.</p> <p><b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met</p> <p>18 out of 20 students received a grade of 'C' or better on the exam, meaning that 90% of the class met the target for success. The two students who did not receive a 'C' did not show up for the exam at all. (04/08/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This was a successful quarter, and I attribute that success to a few areas of ongoing support that are necessary to keep this class running smoothly. First, this quarter, at all times in class, our paid student worker was present to help answer questions, troubleshoot, and ensure that students had even more individualized support than just I can provide. In a large computer lab where students are being exposed to an entirely new program, the help of an assistant is essential to making sure everyone feels that they can get their questions answered quickly and effectively. During tutorials, for example, not having to stop and go to a student's computer every time a question arises greatly increases the effectiveness and coherence of the content. With roaming help, students are simply able to follow along better.</p> <p>Additionally, being a computer-based, technical class, we are only as good as our resources. Our lab is reasonably equipped currently with the computers and software we need, but it is a constant challenge to come up with the funding to further upgrade software and equipment. We currently teach the industry-standard editing program, Avid Media Composer, but our version is already outdated, and there is little budget available to do another upgrade.</p> <p>The more that students see that what we are using in the class is the "real thing," the more engaged they become. Beyond that, as a CTE-oriented program, we owe it to our students to provide them with the highest quality, professional-level experience that will make stepping out into the job world a smooth transition. To keep up the high</p>	

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levels of achievement in this class, we need continued support as well as additional supplementation for industry-driven upgrades.

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
 TBD (12/11/2015)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** TBD

<p><b>F/TV53_SLO_2</b> - Applies the principles and aesthetics of editing techniques.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Project</b> - Students are given a wide selection of b-roll footage and a text-based script with the following assignment: assemble a promotional video that is exactly 30 seconds long. All of the text in the script must be displayed on screen, so students are required to make use of many different visual techniques and effects to convey their message.  <b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met          19 out of 20 students received a grade of 'C' or better on the project, meaning that 95% of the class met the target for success. The one student who did not receive a 'C' did not turn in the assignment at all. (04/08/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This was a successful quarter, and I attribute that success to a few areas of ongoing support that are necessary to keep this class running smoothly. First, this quarter, at all times in class, our paid student worker was present to help answer questions, troubleshoot, and ensure that students had even more individualized support than just I can provide. In a large computer lab where students are being exposed to an entirely new program, the help of an assistant is essential to making sure everyone feels that they can get their questions answered quickly and effectively. During tutorials, for example, not having to stop and go to a student's computer every time a question arises greatly increases the effectiveness and coherence of the content. With roaming help, students are simply able to follow along better.</p> <p>Additionally, being a computer-based, technical class, we are only as good as our resources. Our lab is reasonably equipped currently with the computers and software we need, but it is a constant challenge to come up with the funding to further upgrade software and equipment. We currently teach the industry-standard editing program, Avid Media Composer, but our version is already outdated, and there is little budget available to do another upgrade.</p>
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		<p>The more that students see that what we are using in the class is the "real thing," the more engaged they become. Beyond that, as a CTE-oriented program, we owe it to our students to provide them with the highest quality, professional-level experience that will make stepping out into the job world a smooth transition. To keep up the high levels of achievement in this class, we need continued support as well as additional supplementation for industry-driven upgrades.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  TBD (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> TBD</p>	
<p><b>F/TV27_SLO_1</b> - Demonstrate a professional post-production workflow for nonlinear editing in a film or video.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met  Goal: At least 75% of the class (18 out of 23 students) should get an 'A' or 'B' on the multi-week 'Fullcut' project. This is the final project for the course and involves taking a large amount of documentary footage through the entire post workflow with the end product of a short, 10-minute edited piece.  In the Fall 2017 quarter, 20 out of 23 students received either an 'A' or 'B' on the project, meeting the target. (11/12/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In this quarter, I changed the content of this final project in a way that proved successful both in improving the outcome and the students' completion rates. Previously, I had been using a short narrative film for this final project, but I found that dealing with the footage and script was too time-consuming for the weeks we had allotted in the schedule. Inevitably, the editing process always felt rushed, even for the students who had been effectively keeping on top of the work.</p> <p>Changing the base project to the short documentary that I am now using accomplished a few things: first, it limited the scope of the edit. Students are currently supposed to turn in a project that is 9-10 minutes, and the footage and</p>	<p><b>Enhancement:</b> In Fall 2018, I am taking the improvements noted in the Reflection and going one step further. In the quarter this assessment was done, for the first time, I did not instruct any portion of the course in Avid Media Composer, the industry standard editing software. There are many reasons for this, but the primary one is the limitations imposed by our classroom/lab. Our lab does not have the most recent version of Avid, and there are technical issues within the lab that make using that software far more difficult than it should be. Despite those problems, I am delving back into that challenge by splitting the difference going forward: I am teaching the free, stripped-down version of that program called Avid Media Composer First. Though this isn't the worst solution instruction-wise, I have already encountered</p>

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**Directly related to Student Learning Outcome (SLO)**

schedule are well-suited towards that timeline. The previous project was, by nature, a longer and more involved story, so many students were cutting projects that were 20 minutes or more. Given that we only have a few weeks to work on this in class, there was just not enough time to cover the start-to-finish process of the workflow and accomplish a successful fine cut. The new footage and script are much more malleable, and they also allow for additional important lessons on non-fiction elements like graphics and VFX.

technical problems in that each student must register an account, download the software, and individually sign in to a given lab computer to use it. Having updated software and operating systems--but perhaps more importantly, technical support that is specifically knowledgeable in video editing, VFX, and animation software/computer builds to communicate with--would solve a great deal of the frustration experienced by both students and instructors. The computers in the lab are attempting to address many conflicting software demands, and without informed decision-making, the system falls apart for everyone. (11/12/2018)

**Project** - Project #2: FULLCUT follows a full post-production workflow, start-to-finish, as students edit a short film. The footage is given to the class as it would in a real production, and they must organize, log and prepare proxies in an assistant editorial process. Once the footage is ready, students (alone or in pairs) must then cut a short piece from that footage and export a final version according to a set of given technical specs.

**Target for Success:** 75% of the class should get a 'B' or above

**Program Review Reporting Year:** 2017-2018

**Target :** Target Met

20 out of 23 students completed the project with a grade of 'B' or higher (03/05/2018)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students performed at a high level for the project, as expected. The project is built heavily into the curriculum with several weeks and many lab hours devoted to working and troubleshooting in class to ensure success. The main issue I see, though, is that we do have to spend an incredibly large amount of class time on this project to achieve that result. In the past, both in class and during out-of-class hours, there were student volunteers (or sometimes students employees) that could offer technical help for peers who are confronting this new software(s) for the first time. Now that we are no longer allowed to have volunteers, I have to individually help 30 students with questions on separate computers. In the first weeks of the quarter when everything is new, this is especially taxing and slow for

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everyone involved. I have scaled back the nature of the workflow I introduce as a result, since there is no way to cover certain ground without at least some ongoing support in the classroom.

**F/TV27\_SLO\_2** - Apply techniques and aesthetics of video and audio editing based on the project and format requirements.  
**SLO Status:** COR\_Update\_Necessary  
**Outcome Creation Date:** 09/25/2017

**Directly related to Student Learning Outcome (SLO)**

**Program Review Reporting Year:** 2017-2018

**Target :** Target Met

Goal: at least 75% of the students (18 out of 23 students) should receive an 'A' or 'B' on the 'Recut' project. This project spans the first half of the quarter and has students cut two trailers from the full footage of a feature film. One trailer must be true to the movie's plot and attempt to legitimately advertise the film, and the other must change the genre of that same film entirely. 21 out of 23 students received an 'A' or 'B' on this assignment. (11/12/2018)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** This project is a relatively new addition, and it has been one of the most successful assignments I've introduced in any class. Rates of completion are incredibly high, and it has resulted in class screenings where the students are almost as excited to show something they've edited as something they've produced entirely themselves. Finding an editing assignment where there is enough depth for students to really dig into the footage and create a complex piece--but one that doesn't take up the entire quarter--is difficult. Using a trailer for this project and taking students through two entirely different variations of that footage generates a level of experimentation that ultimately drives interest and completion.  
Previously, I was using a series of smaller, weekly or bi-weekly projects that did not have the depth to fully engage students in a way that pushed their edits. Changing over to this trailer recut project over the past several quarters has reinvigorated students who are expecting to show up for a class that only talks about software and interface.

**Enhancement:** In the quarter that has been assessed here, I changed the assignment slightly. Instead of three recuts, I reduced the project to two trailer recuts. I had seen diminishing returns with the third recut variation and wanted to instead take that time to concentrate on creating a more realistic, professional workflow for the 'Fullcut' project that covers the other SLO for the class. I am continuing with the change to two recuts in the 2018-19 school year and have thus far found it to be an entirely positive shift. My only ongoing concern is the incompatibility issues in the classroom/lab we use. This trailer recut project must be done on Adobe Premiere, and that is what I instruct for the first part of the quarter. Students who are able to work on assignments at home will typically automatically download updates of this program, but that is not the case for our lab. As a result, at least 50% of the time, our software is out of date--meaning that students cannot take projects from home to class to work in our lab. Remediating this problem in whatever way possible would vastly improve the experience of students and faculty

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**Directly related to Student Learning Outcome (SLO)**

not only in this class, but across the F/TV curriculum. It makes lab time far less useful when a large portion of the students cannot access their projects in class for feedback and support.  
(11/12/2018)

**Project** - Project 1: RECUT requires both the technical and aesthetic evaluation of a body of footage to create something entirely new from it. Students are provided with the full footage of a feature film, and they are required to modify that footage, using the required software, in multiple ways. In this quarter, students edited one traditionally cut trailer for the film and at least one completely re-contextualized trailer or other piece.  
**Target for Success:** At least 75% of the class should get a 'B' or above. This is the introductory project for the class and provides the foundation for everything that comes after, so success here is vital for success in the overall course.

**Program Review Reporting Year:** 2017-2018

**Target :** Target Met

21 out of 23 students got a 'B' or higher (03/05/2018)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student success was high as expected, since it is a multi-week, primary project for the course. The issues I encountered in achieving this were entirely technical and a source of much frustration. This first project for the course is done in Adobe Premiere, and we have been told by ETS that we cannot do (free) rolling updates of the software in our (only) teaching/computer lab, AT-102. That means that all of the students who are working at home on their projects, as they should, will have software that automatically updates, as it should. When they bring those projects in to class to work during class and lab hours, they are incompatible with our non-updated software. The faculty strongly recommend that something is done to remedy this problem as it makes lab time in our classes incredibly difficult to manage when students cannot access the version of the software they need.



# F/TV 29:Lighting for Film and Television

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV29_SLO_1</b> - Develop and execute a lighting plan for studio and location shooting.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2014-15 4-Spring</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students work in groups to develop and execute a lighting plan for studio and location shooting across multiple projects. The method of assessment is through projects and in-class presentations and discussion. (10/29/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students enrolled in the course completed lighting plans as part of their projects.</p>	<p><b>Enhancement:</b> Currently, we have one HMI lighting kit and one Arri SkyPanel S60 fixture. Being able to purchase additional HMI kits and Arri SkyPanel fixture lights would give access to more groups to work with these widely used by professionals lighting fixture s, thus closing the equity gap. (10/29/2018)</p>
<p><b>Project</b> - A project in three phases that demonstrates the student’s understanding of breaking down a scene from a script to determine an appropriate aesthetic with regard to lighting design, and a realistic logistical approach to execution. Deliver a written description of the aesthetic goal with regard to lighting, assemble a “Look Book” with examples to help communicate the envisioned style, scout a potential location with an assessment of the logistical needs for a hypothetical production, design a lighting diagram for the scene and assemble an equipment list.</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 26 students that completed the course 2 did not complete this assignment and 5 missed one portion of the assignment. (07/01/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> It is unclear as to why the two students chose to not complete the project. Communications about what was expected were documented in the green sheet, as email reminders and discussed in class on multiple occasions. One theory I have is that the “grade value” of this assignment was low enough that some students figured they could afford to lose points on this assignment yet maintain a passing score by doing better on other assignments.</p>	<p><b>Enhancement:</b> Now that I have applied this assignment into the course work I plan on adjusting my grading system to add more grade value to this assignment. I will also create a new “check in” system to be certain that all students fully grasp what is expected. (09/22/2014)</p>	
<p><b>Project</b> - A project in three phases that demonstrates the student’s understanding of breaking down a scene from a script to determine an appropriate aesthetic with regard to lighting design, and a realistic logistical approach to execution.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students work in groups to develop and execute a lighting plan for studio and location shooting across multiple projects. The method of assessment is through projects and in-class presentations and discussion. (10/15/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students</p>	<p><b>Enhancement:</b> Currently, we have one HMI lighting kit and one Arri SkyPanel S60 fixture. Being able to purchase additional HMI kits and Arri SkyPanel fixture lights would give access to more groups to work with these widely used by</p>	

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	<p>Deliver a written description of the aesthetic goal with regard to lighting, assemble a “Look Book” with examples to help communicate the envisioned style, scout a potential location with an assessment of the logistical needs for a hypothetical production, design a lighting diagram for the scene and assemble an equipment list.</p> <p><b>Target for Success:</b> 70%</p>	<p>enrolled in the course completed lighting plans as part of their projects.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  Out of the 20 students enrolled, 19 received a grade of at least "C" or higher, and one student received a failing grade. (04/15/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I am satisfied that all students, except for one who received a failing grade, came to class and actively participated in labs during all weeks of instruction.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  Out of the 20 student enrolled in Spring 2015, 1 student received a failing grade, and 19 students successfully developed and executed several different lighting plans for location shooting. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students received weekly training on how to work with the lights, safety issues, working with color gels, nets and flags to control the quality of light as pertaining to a narrative scene, or the documentary interview, or properly lighting for a product shot against the green screen and keying it successfully in post.</p>	<p>professionals lighting fixtures, thus closing the equity gap. (09/23/2019)</p> <hr/> <p><b>Enhancement:</b> With equipment changing so fast, acquiring additional lighting fixtures, as well as grip material, would be highly beneficial for student success rates and would help with equity issues. In addition, having a paid student employee to help with the weekly hands-on labs would assist students in their practical learning. (04/15/2016)</p>
<p><b>F/TV62_SLO_2</b> - Identify and operate different lighting instruments.  <b>SLO Status:</b> Archived SLO Statement  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2014-15 4-Spring</p>	<p><b>Exam - Course Test/Quiz</b> - Students must identify various lighting and grip tools in the quizzes and exams. They must also show that they can setup equipment during lab.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met  Of the 26 students that completed the course, all received passing scores in the course. (07/01/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students mostly do well with identifying equipment to which they have regular access. Some equipment doesn't currently exist in the F/TV equipment pool and may seem more abstract in the minds of the students.</p>	<p><b>Enhancement:</b> To try locating examples of the equipment discussed but not available in our pool. (08/14/2014)</p>
	<p><b>Exam - Course Test/Quiz</b> - Students must identify various lighting and</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p>	

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	<p>grip tools in the quizzes and exams. They must also show that they can setup equipment during lab.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Target :</b> Target Met</p> <p>Out of the 20 student enrolled in Spring 2015, 1 student received a failing grade, and 19 students successfully developed and executed several different lighting plans for location shooting. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students received weekly training on how to work with the lights, safety issues, working with color gels, nets and flags to control the quality of light as pertaining to a narrative scene, or the documentary interview, or properly lighting for a product shot against the green screen and keying it successfully in post.</p>	
<p><b>F/TV29_SLO_2</b> - Identify a variety of different lighting and grip instruments and utilize them for controlled aesthetic effects.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Project</b> - All students enrolled in the course practice working with the equipment on a weekly basis. The lab hours are specifically reserved for rigorous hands-on demonstration and practice. Students are then expected to implement their hands-on knowledge in four hands-on projects throughout the quarter.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>All students enrolled in the course practice working with the equipment on a weekly basis. The lab hours are specifically reserved for rigorous hands-on demonstration and practice. Students are then expected to implement their hands-on knowledge in four hands-on projects throughout the quarter. (10/29/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Out of the 30 students enrolled, all 30 students submitted projects and successfully demonstrated their ability to work with the various lighting and grip equipment introduced in the course. However, some had better proficiency in setting up the equipment than others.</p>	<p><b>Enhancement:</b> In order to provide more equitable access to equipment for all students, as well as more efficient access to it, a student employee would be essential in helping set up said equipment. Currently, too much time is lost in wheeling down and simply gathering all of the equipment when a student employee could greatly help in running the lighting lab in a more efficient manner for the benefit of all students, thus enabling them to have more time and hands-on experience with the lighting and grip equipment. (10/29/2018)</p>

# F/TV 30:Location Recording and Sound Design

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV30_SLO_1</b> - Develop and execute a sound recording plan for indoor and outdoor shooting.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2015-16 2-Fall</p>	<p><b>Project</b> - Evaluate Foley recording, indoor and outdoor recording, editing of sound to picture in Protools  <b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 27 students enrolled, 26 passed, 18 with excellent grades. The one who failed did so because he did not complete the assignments, and did not respond to emails asking why he stopped attending class. (07/01/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student failed due to not coming to class or turning in assignments.</p>	<p><b>Enhancement:</b> Smaller classes would enable instructor to monitor students problems more easily. (09/22/2014)</p>
	<p><b>Project</b> - Evaluate Foley recording, indoor and outdoor recording, editing of sound to picture in Protools.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Of the 27 students enrolled, 26 passed, 18 with excellent grades. The one that failed did no assignments, and did not respond to emails asking why he stopped attending class. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This was a very good group of students. All were interested in the subject, but since some were absolute beginners and others advanced, I analyzed progress accordingly.</p>	<p><b>Enhancement:</b> There is a severe shortage of equipment available for students to use, thus even though assignments were made, some students had to compromise considerably because in the short timeframe of a quarter, there was too much demand for limited facilities and equipment to serve all the class needs. (04/02/2016)</p>
<p><b>F/TV30_SLO_2</b> - Identify and operate different microphones and recording equipment.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2015-16 2-Fall</p>	<p><b>Demonstration</b> - Evaluate the student's identification and demonstration of microphone and recording equipment use.  <b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 27 students enrolled, 26 passed, 18 with excellent grades. The one who failed did so because he did not complete the assignments and did not respond to emails asking why he stopped attending class. (07/01/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student Failed due to not coming to class or turning in assignments.</p>	<p><b>Enhancement:</b> Smaller classes would enable instructor to monitor students problems more easily. (09/22/2014)</p>
	<p><b>Demonstration</b> - Evaluate the student's identification and demonstration of microphone and recording equipment use.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Of the 27 students enrolled, 26 passed, 18 with excellent grades. The one that failed did no assignments, and did not respond to emails asking why he stopped attending class. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This was a very good group of students. All were interested in the subject, but since some were absolute beginners and others advanced, I analyzed progress accordingly.</p>	<p><b>Enhancement:</b> Smaller classes would enable instructor to monitor student's problems more easily, work more closely with students and provide better feedback. There is a severe shortage of equipment available for students to use, thus even though assignments were made, some students had to compromise</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

considerably because in the short timeframe of a quarter, there was too much demand for limited facilities and equipment to serve all the class needs. (04/02/2016)

# F/TV 31:Audio Post Production

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV31_SLO_1</b> - Design and produce multiple track audio projects in linear and nonlinear formats.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2012-13 4-Spring, 2014-15 4-Spring</p>	<p><b>Project</b> - Evaluate the student's ability to critique a major motion picture with respect to sound design, create soundscapes with and without picture, and learn industry tools for post-production audio.</p> <p><b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Overall the value of this approach gives the students confidence as they realize how the individual parts of sound design create the sum of soundscape to picture. In Spring 2018, there were 27 students in the class. 26 of them passed, one failed. (10/15/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> F/TV needs more sound effect discs in its library to facilitate the research needed by this class. Also acquiring more microphones to gather location sound for use in the class would be important.</p>	<p><b>Enhancement:</b> I would recommend the purchase of two more sound effect libraries to be used with the “Sound Miner” research software. I would also recommend the purchase of two more shotgun microphones: Sennheiser 416 with zeppelin, windjammer and pistol grip. In order to increase success rates I need to find ways to monitor when a student is going to fail due to lack of attendance (which is what happened – he just stopped attending). Communication in advance, asking students to confide privately with me when they are feeling overwhelmed or in danger of failing are possible tactics. (03/11/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            Everyone in class passed, the majority with excellent grades. (07/31/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone in class passed, the majority with excellent grades.</p>	<p><b>Enhancement:</b> Smaller classes would enable instructor to monitor students problems more easily. (04/06/2015)</p>
	<p><b>Project</b> - Evaluate the student's ability to critique a major motion picture with respect to sound design, create soundscapes with and without picture, and learn industry tools for post-production audio.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Instructor evaluated student work: demonstrations, lab projects, presentations, projects. They created many audio soundscapes using Industry-standard Protocols Nonlinear Editing Software, with varying degrees of success. Some students were beginners, others advanced, thus each were individually evaluated on their own progress over the terms of the quarter. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone in class passed, the majority with excellent grades.</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p><b>Project</b> - Six assignments using the Industry Standard for Post Production Sound Editing (Pro Tools Software) will demonstrate the students ability to execute sound design for Film and Television utilizing sound effects from a library, spoken dialogue and music. Each assignment builds upon the lessons of the previous one to eventually enable students to create sound design in sync with video.</p> <p><b>Target for Success:</b> In evaluating a target for success, each of the exercises mentioned above can be individually evaluated to ascertain the progress of each student’s work. 70% is a passing grade.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Overall the value of this approach gives the students confidence as they realize how the individual parts of sound design create the sum of soundscape to picture. In Spring, 2018 for F/TV 30B, there were 27 students in the class. 26 of them passed, one failed. (06/29/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> F/TV needs more sound effect discs in its library to facilitate the research needed by this class. Also F/TV could use more microphones to gather location sound for use in the class.</p>	<p><b>Enhancement:</b> I would recommend the purchase of two more sound effect libraries to be used with the “Sound Miner” research software. I would also recommend the purchase of two more shotgun microphones: Sennheiser 416 with zeppelin, windjammer and pistol grip. In order to increase success rates, I need to find ways to monitor when a student is going to fail due to lack of attendance (which is what happened – he just stopped attending). Communication in advance, asking students to confide privately with me when they are feeling overwhelmed or in danger of failing are possible tactics. (03/11/2019)</p>
<p><b>F/TV63B_SLO_2</b> - Explain the technique of mastering a sound track for delivery for manufacturing and import sounds into a master library.</p> <p><b>SLO Status:</b> Active_Pending_Revision</p> <p><b>Planned Assessment Quarters:</b> 2012-13 4-Spring, 2014-15 4-Spring</p>	<p><b>Project</b> - Evaluate the student's ability to critique a major motion picture with respect to sound design, create soundscapes with and without picture, and learn industry tools for post-production audio.</p> <p><b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Instructor evaluated student work: demonstrations, lab projects, presentations, projects. They created many audio soundscapes using Industry-standard Protools Nonlinear Editing Software, with varying degrees of success. Some students were beginners, others advanced, thus each were individually evaluated on their own progress over the terms of the quarter. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone in class passed, the majority with excellent grades.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2012-2013</p> <p><b>Target :</b> Target Met</p> <p>Everyone in class passed, the majority with excellent grades. (07/31/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone in class passed, the majority with excellent grades.</p>	<p><b>Enhancement:</b> Smaller classes would enable instructor to monitor students problems more easily. (04/06/2015)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV31_SLO_2</b> - Concepts and techniques of audio post production for film and video including nonlinear audio editing, sound effect scoring, foley, cutting sound to picture, and audio mixing.</p> <p><b>SLO Status:</b> COR_Update_Necessary</p> <p><b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Presentation/Performance</b> - For one assignment for the class, the student does an oral presentation offering critique of the sound design on a clip of a film of their choosing.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Overall the value of this approach gives the students confidence as they realize how the individual parts of sound design create the sum of the elements to provide a soundscape to picture. With a class of 27 students, 26 passed and one failed. (10/20/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> F/TV needs more sound effect discs in their library to facilitate the research needed by this class. Also more microphones to gather location sound should be acquired.</p>	<p><b>Enhancement:</b> I would recommend the purchase of two more sound effect libraries to be used with the “Sound Miner” research software. I would also recommend the purchase of two more shotgun microphones: Sennheiser 416 with zeppelin, windjammer and pistol grip. To improve the success rates of my students, I would like to see more equipment available so there are not 7 students using one piece of gear.</p> <p>(03/11/2019)</p>



# F/TV 39:Intermediate Digital Film and Video Production

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV39_SLO_1</b> - Uses and applies digital film/video shooting techniques in a production.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Project</b> - Plan and shoot a scene from the student's project.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            20 students were divided into 5 groups to plan and shoot a scene from their project. The objectives were to survey the locations, to test the camera operation and achieve a visual look for the shoot.. (03/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment taught students the importance of pre-planning a shoot and and how to arrive at a desired visual look.</p>	
<p><b>F/TV39_SLO_2</b> - Develops a production and post production plan for a video/film project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Project</b> - To develop a plan for production and post-production, each group was to write a production book which contained the objectives, script, schedule, budget and distribution strategy for the production. All student groups met the requirement.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            20 students were divided in groups to work collaboratively on a video project. To develop a plan for production and post-production, each group were to write a production book which contained the objectives, script, schedule, budget and distribution strategy for the production. All student groups met the requirement. (03/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Assigning the assembly and composition of a production book to each group was successful in providing students with an experience that simulated a professional video production.</p>	

# F/TV 41:Film Genres

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV41_SLO_1</b> - Identify and describe the evolution of the genre in motion pictures and its role in national and international film history.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Two quizzes, a midterm and final. Quizzes, taken in class, are fill-in-the-blanks (terms, names, important events). Exams include fill-in-the-blanks, T/F, essay questions, film clip.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Student is tested on parameters and evolution of a specific film genre (sci-fi, horror, crime). By term’s end student is expected to know key directors and titles, filmic conventions that define genre, and philosophical roots of the genre. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Among the more popular film classes taught in F/TV. Course benefits from immediately laying the groundwork, defining the genre by its recurring themes, techniques, iconography.</p>	<p><b>Enhancement:</b> None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground. (09/26/2016)  <hr/> <b>Enhancement:</b> Having a printing budget to copy and distribute articles not available online might enhance student success. (09/26/2016)</p>
<p><b>F/TV41_SLO_2</b> - Apply an analytical approach learned in class to examine the dominant narrative, visual and aural conventions of films within a specific genre.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Two quizzes, a midterm and final. Quizzes, taken in class, are fill-in-the-blanks (terms, names, important events). Exams include fill-in-the-blanks, T/F, essay questions, film clip.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Student is tested on parameters and evolution of a specific film genre (sci-fi, horror, crime). By term’s end student is expected to know key directors and titles, filmic conventions that define genre, and philosophical roots of the genre. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Among the more popular film classes taught in F/TV. Course benefits from immediately laying the groundwork, defining the genre by its recurring themes, techniques, iconography.</p>	<p><b>Enhancement:</b> None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground. (09/26/2016)</p>
<p><b>F/TV41_SLO_3</b> - Analyze generic representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Student is tested on parameters and evolution of a specific film genre (sci-fi, horror, crime). By term’s end student is expected to know key directors and titles, filmic conventions that define genre, and philosophical roots of the genre.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Student is tested on parameters and evolution of a specific film genre (sci-fi, horror, crime). By term’s end student is expected to know key directors and titles, filmic conventions that define genre, and philosophical roots of the genre. (12/11/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Among the more popular film classes taught in F/TV. Course benefits from immediately laying the groundwork, defining the genre by its recurring themes, techniques, iconography.</p>	<p><b>Enhancement:</b> None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground. (09/26/2016)</p>
<p><b>Exam - Course Test/Quiz</b> - Two quizzes, a midterm and final.</p>	<p><b>Exam - Course Test/Quiz</b> - Two quizzes, a midterm and final.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met</p>	<p><b>Enhancement:</b> None. Class --</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Quizzes, taken in class, are fill-in-the-blanks (terms, names, important events). Exams include fill-in-the-blanks, T/F, essay questions, film clip.</p> <p><b>Target for Success:</b> 70%</p>	<p>Student is tested on parameters and evolution of a specific film genre (sci-fi, horror, crime). By term's end student is expected to know key directors and titles, filmic conventions that define genre, and philosophical roots of the genre. (12/11/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Among the more popular film classes taught in F/TV. Course benefits from immediately laying the groundwork, defining the genre by its recurring themes, techniques, iconography.</p>	<p>consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground. (09/26/2016)</p>

## F/TV 42:National Cinemas

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV42_SLO_1</b> - Describe the concept of "national cinema," identify significant films and filmmakers, and explain major trends in the evolution of film within a national cinema.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Exam - Course Test/Quiz</b> - Two quizzes (terms, names, short definitions), midterm and final (30 fill-in-blanks, 30 T/F, essay questions, film clip questions)</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Through lectures, illustrative clips, readings and full-length features students are encouraged to put the national cinema being discussed into socio-political context, learning in the process pertinent names, terms, historic events.</p> <p>Exams and quizzes test the student’s knowledge of the period’s important films, directors, political events, prominent cinematic techniques.</p> <p>In a class of 20, there were 9 As, 7 Bs. 1 C, 1 D, 2 F’s (one student stopped attending) (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> As this was a more focused F/TV class (concentrating on New Hollywood 1964-1980), it attracted more film majors and lifelong-learner students. Hence, there was more spirited give-and-take and higher scores (9 As) on midterm and final.</p>	<p><b>Enhancement:</b> Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic. (04/03/2017)</p>
<p><b>F/TV42_SLO_2</b> - Develop and utilize critical thinking skills to appraise motion pictures produced within the national cinema in aesthetic, technological, economic and socio-historical contexts.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Exam - Course Test/Quiz</b> - Test/Quiz Two quizzes (terms, names, short definitions), midterm and final (30 fill-in-blanks, 30 T/F, essay questions, film clip questions)</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Through lectures, illustrative clips, readings and full-length features students are encouraged to put the national cinema being discussed into socio-political context, learning in the process pertinent names, terms, historic events.</p> <p>Exams and quizzes test the student’s knowledge of the period’s important films, directors, political events, prominent cinematic techniques.</p> <p>In a class of 20, there were 9 As, 7 Bs. 1 C, 1 D, 2 F’s (one student stopped attending) (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> As this was a more focused F/TV class (concentrating on New Hollywood 1964-1980), it attracted more film majors and older students. Hence, there was more spirited give-and-take and</p>	<p><b>Enhancement:</b> Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic. (04/03/2017)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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higher scores (9 As) on midterm and final

**F/TV42\_SLO\_3** - Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2015-16 3-Winter

**Exam - Course Test/Quiz** - Course Test/Quiz Test/Quiz Two quizzes (terms, names, short definitions), midterm and final (30 fill-in-blanks, 30 T/F, essay questions, film clip questions)  
**Target for Success:** 70%

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
 Through lectures, illustrative clips, readings and full-length features students are encouraged to put the national cinema being discussed into socio-political context, learning in the process pertinent names, terms, historic events.

**Enhancement:** Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic.  
 (04/03/2017)

Exams and quizzes test the student’s knowledge of the period’s important films, directors, political events, prominent cinematic techniques.

In a class of 20, there were 9 As, 7 Bs. 1 C, 1 D, 2 F’s (one student stopped attending) (03/25/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** As this was a more focused F/TV class (concentrating on New Hollywood 1964-1980), it attracted more film majors and older students. Hence, there was more spirited give-and-take and higher scores (9 As) on midterm and final.

## F/TV 43:Film Artists

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV43_SLO_1</b> - Identify the film artist's contributions to the evolution of film and video as an art, technology, business and form of popular culture.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 4-Spring</p>	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of the lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 51 students enrolled in the course, 4 failed the course because they did not take the Final Exam and/or submit the Take-home Final Exam Essay. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The reading assignments on auteur theory may have been too challenging for many students. Perhaps secondary rather than primary sources should be assigned to explain the evolution of the theoretical framework.</p>	
	<p><b>Other</b> - A research or critical analysis paper demonstrating the student's abilities to examine a significant issue or problem of authorship study. The assignment involve summary, synthesis, and critical analysis of theoretical perspectives pertaining to film authorship and applied to selected work of a film artist.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Six of the 51 enrolled students did not submit the research or critical analysis paper. All submitted work received passing grades. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Instructor topic approval and encouraging the submission of a rough draft for instructor feedback may contribute to student success on this assignment.</p>	
<p><b>F/TV43_SLO_2</b> - Apply a critical methodology based on concepts of authorship, learned in class, to examine the works of a specific film artist.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-</p>	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of the lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts,</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Of the 51 students enrolled in the course, 4 failed the course because they did not take the Final Exam and/or submit the Take-home Final Exam Essay. (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The reading assignments on auteur theory may have been too</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
15 4-Spring	<p>and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.</p> <p><b>Target for Success:</b> 70%</p> <p><b>Other</b> - A research or critical analysis paper demonstrating the student's abilities to examine a significant issue or problem of authorship study. The assignment involves summary, synthesis, and critical analysis of theoretical perspectives pertaining to film authorship and applied to selected work of a film artist.</p> <p><b>Target for Success:</b> 70%</p>	<p>challenging for many students. Perhaps secondary rather than primary sources should be assigned to explain the evolution of the theoretical framework.</p> <p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Six of the 51 enrolled students did not submit the research or critical analysis paper. All submitted work received passing grades. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Instructor topic approval and encouraging the submission of a rough draft for instructor feedback may contribute to student success on this assignment.</p>	
<p><b>F/TV43_SLO_3</b> - Analyze representations of class, race/ethnicity, gender and sexuality in the cinema of the film artist, demonstrating an understanding of the politics of representation learned in class.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2014-15 4-Spring</p>	<p><b>Exam - Course Test/Quiz</b> - Quizzes testing comprehension of the lectures and readings; Midterm examination using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, and methods of inquiry that comprise the course content. The essay component will require critical thinking and analysis; Two-hour final examination requiring students to demonstrate abilities to summarize, integrate, and analyze concepts and fundamental issues that have been introduced and studied throughout the course.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>Of the 51 students enrolled in the course, 4 failed the course because they did not take the Final Exam and/or submit the Take-home Final Exam Essay. (06/26/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The reading assignments on auteur theory may have been too challenging for many students. Perhaps secondary rather than primary sources should be assigned to explain the evolution of the theoretical framework.</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Target for Success:** 70%

**Other** - A research or critical analysis paper demonstrating the student's abilities to examine a significant issue or problem of authorship study. The assignment involves summary, synthesis, and critical analysis of theoretical perspectives pertaining to film authorship and applied to selected work of a film artist.

**Target for Success:** 70%

**Program Review Reporting Year:** 2014-2015

**Target :** Target Met

Six of the 51 enrolled students did not submit the research or critical analysis paper. All submitted work received passing grades. (06/26/2015)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructor topic approval and encouraging the submission of a rough draft for instructor feedback may contribute to student success on this assignment.



# F/TV 44A:16mm/35mm Film Production I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV44A_SLO_1</b> - Develops and implements a shooting schedule from a production script.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Portfolio Review</b> - Demonstrate capacity to develop and implement a shooting schedule from a production script.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            17 students were enrolled and all passed the class. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider student's production experience when assessing shooting schedules. (04/04/2016)</p>
<p><b>F/TV44A_SLO_2</b> - Identify the different film stocks used for different shooting situations and how they affect the image.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Portfolio Review</b> - Demonstrate capacity to use different film stocks in different shooting situations.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            17 students were enrolled and all passed the class. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider the variety and challenge of particular lighting conditions in the student projects. (04/04/2016)</p>

# F/TV 44B:16mm/35mm Film Production II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV44B_SLO_1</b> - Develop and implement a post-production plan based on a 16/35mm film project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Portfolio Review</b> - Evaluate the student's capacity to design and complete a post-production plan from a shooting script.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Six students were enrolled and all six passed the class. (07/30/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider individual student capacities when assessing proposals for post-production plans. (04/06/2015)</p>
	<p><b>Portfolio Review</b> - Develop and implement a post production plan from a shooting script.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            All 4 students in the B section of F/TV 44 achieved the desired outcome. (11/13/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This goal is very useful and achievable but doesn't guarantee that the final product (a first-rate completed film) will be made.</p>	<p><b>Enhancement:</b> More time could be spent on sound design as a component of the post-production plan. (04/09/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            8 students were enrolled and all passed the class. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider the complexity and feasibility of shooting scripts. (04/04/2016)</p>
<p><b>F/TV52B_SLO_2</b> - Develops a distribution plan for a completed film project.  <b>SLO Status:</b> Archived SLO Statement  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter</p>	<p><b>Project</b> - Evaluate the distribution plan for a completed film project.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Six students were enrolled and all six passed the class. (07/30/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider individual student capacities when assessing proposals for post-production plans. (04/06/2015)</p>
	<p><b>Portfolio Review</b> - Develops a distribution plan for a completed film project.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            8 students were enrolled and all passed the class. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target seems appropriate based on student performance.</p>	<p><b>Enhancement:</b> Consider the appropriateness of distribution plans for intended audience of films. (04/04/2016)</p>
<p><b>F/TV44B_SLO_2</b> - Complete a 16/35mm film project with finished picture edit and multi-track audio mix.</p>	<p><b>Project</b> - Complete a 16/35mm film project with finished picture edit and multi-track audio mix.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Four students finished the F/TV 44B section. Three of them completed all class assignments, thereby achieving the goal</p>	<p><b>Enhancement:</b> I would recommend adding a Volunteer-of-Record for this class to help mentor the students and</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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**SLO Status:** Active

**Outcome Creation Date:** 09/25/2017

listed above.

One student partially achieved the desired outcome.  
(11/13/2018)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The F/TV 44B section was part of a larger class, F/TV 44A. I didn't have a Volunteer of Record in this class, and I believe the students in both sections would have benefited by having one.

Still some of these people made some good films and one of them had her work selected for our annual Student Film & Video Show.

contribute to the student success rate.

(04/09/2019)

## F/TV 45:History of Experimental Film/Video

### *Student Learning Outcomes (SLOs)*

### *Assessment Methods*

### *Assessment Data Summaries*

### *Enhancements*

**F/TV45\_SLO\_1** - Comprehend the historical development of experimental film and video, including the identification of major international artists, styles, and works.

**SLO Status:** Course Not Currently Taught

**F/TV45\_SLO\_2** - Develop and utilize critical thinking skills in understanding experimental film and video works from around the world, demonstrating this in four ways: aesthetic, technological, economic and social/political.

**SLO Status:** Course Not Currently Taught

# F/TV 56A: Introduction to Visual Effects and Color Grading

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**F/TV56A\_SLO\_1** - Demonstrate finishing procedures needed to complete a project in a modern digital workflow.

**SLO Status:** Active

**Outcome Creation Date:** 09/25/2017

**F/TV56A\_SLO\_2** - Identify uses for and develop techniques to achieve effective, project-specific motion graphics and visual effects.

**SLO Status:** Active

**Outcome Creation Date:** 09/25/2017

# F/TV 57A:Nonfiction Workshop I: The Documentary

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV57A_SLO_1</b> - Researches and writes a proposal for a documentary production.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 4-Spring, 2015-16 3-Winter</p>	<p><b>Project</b> - Evaluate how students research and write proposals for a documentary production.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 16 students in Film/TV 57A this Winter Quarter, all 16 have researched their topics and written a proposal for a documentary production. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Everyone in the class has written a documentary proposal for their project; 14 have also produced, directed, shot and edited their first short documentary; one has chosen to work on a classmate's project with my approval, and one is still struggling to shoot his documentary.</p>	<p><b>Enhancement:</b> None (04/17/2016)</p>
<p><b>F/TV57A_SLO_2</b> - Demonstrates and applies interviewing techniques in a documentary shoot.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 4-Spring, 2015-16 3-Winter</p>	<p><b>Project</b> - Evaluate how students demonstrate and apply interviewing techniques in a documentary shoot.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 16 students in Film/TV 57A this Winter Quarter, 15 have applied interviewing techniques in a documentary shoot. One has not been able to shoot his project, though he has met with his interviewee and done a pre-interview. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> 15 out of the 16 students have been successful at exercising interviewing techniques and completing their first documentary projects.</p>	

## F/TV 57B:Nonfiction Workshop II: The Documentary

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV57B_SLO_1</b> - Researches and writes a script and budget for a documentary production.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 4-Spring, 2015-16 3-Winter</p>	<p><b>Project</b> - Evaluate how students research and write a proposal, shooting schedule and budget for a documentary production. [  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            The one student who enrolled in F/TV 57B this quarter researched and wrote a proposal, shooting schedule and budget for his documentary production. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This SLO was achieved by the student enrolled in F/TV 57B.</p>	
<p><b>F/TV57B_SLO_2</b> - Applies advanced production techniques in a documentary project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2010-11 4-Spring, 2015-16 3-Winter</p>	<p><b>Project</b> - Evaluate how students use advanced production techniques in a documentary project.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Out of the seven students enrolled in the B section, six passed the class with a grade of "B" or higher, and one received a failing grade. (04/15/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While some students continued to work on their projects from the previous quarter in the "A" section of this course, others developed and shot new short documentaries, some of which were accepted in local, as well as national film festivals.</p>	<p><b>Enhancement:</b> Purchasing sliders, additional shoulder mounts, and camera filters for our newly acquired documentary cameras might help enhance student success rates greatly and would particularly help with equity issues since few students are able to afford to rent such gear for their projects. (04/15/2016)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            The one student who enrolled in F/TV 57B this quarter researched and wrote a proposal, shooting schedule and budget for his documentary production. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This SLO was achieved by the student enrolled in F/TV 57B.</p>	

# F/TV 58S:Film/Television Production Workshop

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV58S_SLO_1</b> - Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 1-Summer</p>	<p><b>Project</b> - Evaluate how students use and apply skills in directing, camera, sound and/or editing in the completed production of a short film/video project.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            19 Students were enrolled and all of them passed the class. (08/06/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Provide more customized individual and/or group guidance for students on their projects.</p>	<p><b>Enhancement:</b> This class should be offered only as a two-unit class so that instructor will have enough time available for individual and/or group consultations. (07/01/2015)</p>
<p><b>F/TV58S_SLO_2</b> - Works collaboratively in a film/video crew.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 1-Summer</p>	<p><b>Project</b> - Evaluate student's ability to work collaboratively in a film/video crew that completes production on a short film.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            19 Students were enrolled and all of them passed the class. (08/06/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Provide more customized individual and/or group guidance for students on their projects.</p>	<p><b>Enhancement:</b> This class should be offered only as a two-unit class so that instructor will have enough time available for individual and/or group consultations. (07/01/2015)</p>



# F/TV 58T:Film/Television Production Workshop

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV58T_SLO_1</b> - Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring</p>	<p><b>Project</b> - Evaluate the student's ability to complete a script, short film or a detailed preproduction plan for a short film.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Of the 24 students who finished the class, 22 achieved the desired outcome. (11/13/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The strategy of providing lots of customized individual attention and advice to students on their projects is effective in the F/TV 58 class. Almost everyone in the class reacted well to this approach, which aligned successfully with the custom-designed series of assignments. Four projects done in this class were included in the 2018 Student Film &amp; Video Show, another measure of success for the Winter 2018 F/TV 58T course.</p>	<p><b>Enhancement:</b> Individual meetings add quite a bit of time to the class. For that reason, the 58 series should be offered as F/TV 58T, U or V, rather than as F/TV 58S, which doesn't provide sufficient time for the course. (11/13/2018)</p>
<p><b>F/TV58T_SLO_2</b> - Works collaboratively in a film/video crew.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 1-Summer</p>	<p><b>Project</b> - Evaluate how the student works collaboratively in a film/video crew.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            18 students were enrolled and all students received passing grades. (08/01/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Individualized instruction and guidance is vital to the success of students in this class.</p> <p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Out of 24 students in the class, 20 of them performed at a high enough level to be considered successful in this respect.            Two of the remaining four completed good-quality work on their own, without much if any collaboration. This has to be considered a generally desirable result. (11/13/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> There seem to be a few outlying students in almost every class who stubbornly resist efforts to get them to collaborate with their peers. That was the case in this class, as described above. The majority accepts the collaborative ethic readily, and benefits by doing well in their production work. That was also true in this group.</p>	<p><b>Enhancement:</b> Class should be offered as a two-unit class whenever possible to allow sufficient time for individual student consultations. (04/06/2015)</p> <p><b>Enhancement:</b> Though a few in-class exercises were designed and used with the goal of facilitating collaboration on student projects, it would be a good idea to spend a bit more time on these exercises. The exceptional students who are reluctant to collaborate with their classmates might need a bit more convincing, and more time on these exercises might accomplish that. (11/13/2018)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

18 students were enrolled and all students received passing grades. (08/01/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Individualized instruction and guidance is vital to the success of students in this class.

**Enhancement:**

Class should be offered as a two-unit class whenever possible to allow sufficient time for individual student consultations.  
(04/06/2015)

# F/TV 58U:Film/Television Production Workshop

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV58U_SLO_1</b> - Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project. <b>SLO Status:</b> Course Not Currently Taught</p> <hr/> <p><b>F/TV58U_SLO_2</b> - Works collaboratively in a film/video crew. <b>SLO Status:</b> Course Not Currently Taught</p>			

# F/TV 58V:Film/Television Production Workshop

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV58V_SLO_1</b> - Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project. <b>SLO Status:</b> Course Not Currently Taught</p> <hr/> <p><b>F/TV58V_SLO_2</b> - Works collaboratively in a film/video crew. <b>SLO Status:</b> Course Not Currently Taught</p>			

# F/TV 59:Role of the Media Producer

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV59_SLO_1</b> - develops and writes a production proposal, including development, audience analysis, location scouting, production schedule, and budgeting.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 2-Fall</p>	<p><b>Project</b> - EACH STUDENT IN THIS CLASS CREATES AND COMPLETES A COMPREHENSIVE PRODUCER'S BINDER WITH VARIOUS FORMS THAT PRODUCERS GATHER PRIOR TO PRODUCTION. STUDENTS ALSO RESEARCH AND WRITE A PRODUCTION PROPOSAL, PERFORM AUDIENCE ANALYSIS, CREATE A BUDGET, SHOOTING SCHEDULE, LOCATION SURVEY, AND DEVELOP A DISTRIBUTION PLAN.</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>THE 20 STUDENTS ENROLLED IN THIS COURSE, 18 CREATED AND COMPLETED PRODUCER'S BINDERS. TWO FAILED TO PRESENT SUCH AND RECEIVED NON-PASSING GRADES. (12/12/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT THE MAJORITY OF MY STUDENTS DO COMPLETE THESE PRODUCER'S BINDERS BY THE END OF THE QUARTER. THEY START WORKING ON THE ASSIGNMENTS FROM WEEK #1, AND ARE THEREFORE GIVEN THE ENTIRE QUARTER TO COMPLETE THEIR PROJECTS. STUDENTS OFTEN REVIEW AND CHANGE THEIR FORMS AS THEY ACQUIRE MORE KNOWLEDGE THROUGHOUT THE QUARTER.</p>	<p><b>Enhancement:</b> I ALWAYS ENCOURAGE MY STUDENTS TO TAKE ADVANTAGE OF THE WONDERFUL FREE RESOURCES ON CAMPUS. ONE SUGGESTED ENHANCEMENT IN SUCCESSFULLY COMPLETING THE PRODUCER'S BINDER , ESPECIALLY FOR THOSE STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH, MIGHT BE TO URGE THEM TO REVIEW THEIR WORK WITH A WRITING TUTOR BEFORE SUBMITTING IT AT THE END OF THE QUARTER. (09/26/2016)</p>
<p><b>F/TV59_SLO_2</b> - Develops a plan for distribution of a completed film/video.</p>	<p><b>Project</b> - EACH STUDENT IN THIS CLASS CREATES AND COMPLETES A COMPREHENSIVE PRODUCER'S BINDER WITH VARIOUS FORMS THAT PRODUCERS GATHER PRIOR TO PRODUCTION. STUDENTS ALSO RESEARCH AND WRITE A PRODUCTION PROPOSAL, PERFORM AUDIENCE ANALYSIS, CREATE A BUDGET, SHOOTING SCHEDULE, LOCATION SURVEY, AND DEVELOP A DISTRIBUTION PLAN.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Out of the 20 students enrolled in this course, 17 submitted their completed binders at the end of the quarter, together with a development plan, treatment, audience analysis, location scouting, production schedule and budget. One student received an incomplete; however, he has already completed the workload for this course; therefore, 18 out of the 20 students were able to complete their binders and therefore, achieve this SLO. (03/20/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The producer's binder gives students the opportunity to organize their weekly homework assignments and present them in a professional manner. It also allows the students to work at a steady pace throughout the quarter as they work toward filling their binders with content, thus avoiding having to work on a big project at the very end of the quarter.</p>	<p><b>Enhancement:</b> A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders. (04/15/2016)</p>
<p><b>F/TV59_SLO_2</b> - Develops a plan for distribution of a completed film/video.</p>	<p><b>Project</b> - EACH STUDENT IN THIS CLASS CREATES AND COMPLETES A COMPREHENSIVE PRODUCER'S</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>THE 20 STUDENTS ENROLLED IN THIS COURSE, 18 CREATED</p>	<p><b>Enhancement:</b> I ALWAYS ENCOURAGE MY STUDENTS TO TAKE ADVANTAGE OF THE</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 2-Fall</p>	<p>BINDER WITH VARIOUS FORMS THAT PRODUCERS GATHER PRIOR TO PRODUCTION. STUDENTS ALSO RESEARCH AND WRITE A PRODUCTION PROPOSAL, PERFORM AUDIENCE ANALYSIS, CREATE A BUDGET, SHOOTING SCHEDULE, LOCATION SURVEY, AND DEVELOP A DISTRIBUTION PLAN.</p> <p><b>Target for Success:</b> None set: First cycle</p> <p><b>Project</b> - EACH STUDENT IN THIS CLASS CREATES AND COMPLETES A COMPREHENSIVE PRODUCER'S BINDER WITH VARIOUS FORMS THAT PRODUCERS GATHER PRIOR TO PRODUCTION. STUDENTS ALSO RESEARCH AND WRITE A PRODUCTION PROPOSAL, PERFORM AUDIENCE ANALYSIS, CREATE A BUDGET, SHOOTING SCHEDULE, LOCATION SURVEY, AND DEVELOP A DISTRIBUTION PLAN.</p> <p><b>Target for Success:</b> 70%</p>	<p>AND COMPLETED PRODUCER'S BINDERS. TWO FAILED TO PRESENT SUCH AND RECEIVED NON-PASSING GRADES. (01/19/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT THE MAJORITY OF MY STUDENTS DO COMPLETE THESE PRODUCER'S BINDERS BY THE END OF THE QUARTER. THEY START WORKING ON THE ASSIGNMENTS FROM WEEK #1, AND ARE THEREFORE GIVEN THE ENTIRE QUARTER TO COMPLETE THEIR PROJECTS. STUDENTS OFTEN REVIEW AND CHANGE THEIR FORMS AS THEY ACQUIRE MORE KNOWLEDGE THROUGHOUT THE QUARTER.</p> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Out of the 20 students in class, 17 completed their comprehensive producer's binders where students gather the pre-production forms that we discuss in class and display their work throughout the quarter. One student had to take an incomplete but I am happy to report that he has already completed satisfactorily the work for this course. (03/20/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The producer's binder gives the students the opportunity to organize their weekly homework assignments and present them in a professional manner. It also allows the students to work at a steady pace throughout the quarter as they work toward filling it, instead of having to complete a big project at the end of the quarter.</p>	<p>WONDERFUL FREE RESOURCES ON CAMPUS. ONE SUGGESTED ENHANCEMENT IN SUCCESSFULLY COMPLETING THE PRODUCER'S BINDER , ESPECIALLY FOR THOSE STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH, MIGHT BE TO URGE THEM TO REVIEW THEIR WORK WITH A WRITING TUTOR BEFORE SUBMITTING IT AT THE END OF THE QUARTER. (09/26/2016)</p> <p><b>Enhancement:</b> A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders. (04/15/2016)</p>

## F/TV 60B:Screenwriting Fundamentals for Film/Video II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV60B_SLO_2</b> - Write short scripts for fiction and non-fiction films.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Write to the “Mini-Crisis,” page 17.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 25 students enrolled 23 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Two students failed the class for not coming to class and turning in assignments.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren’t doing so because they don’t understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Write to the “Mini-Crisis,” page 17.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. Most of the students turned in their assignments. The ones who received a B- or lower did not show up to class and missed too much material.            (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment of writing screenplay pages through page 17 demonstrated that most students learned, processed, and applied the course material successfully in the writing of their successful screenplays. Wish I had more class time, however to do more in-class exercises. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.</p>	
<p><b>F/TV60B_SLO_1</b> - Demonstrate a command of advanced principles of story structure, dialogue, and character development.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Complete an advanced level beat sheet that details story progression and character development.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 25 students enrolled 23 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Two students failed the class for not coming to class and turning in assignments.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren’t doing so because they don’t understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Complete an advanced level beat sheet that details story progression and character development. (  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

and missed too much material. (03/25/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignment of creating advanced level beat sheets demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.



# F/TV 60C:Screenwriting Fundamentals for Film/Video III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV60C_SLO_1</b> - Demonstrate a command of writing subtext, three-dimensional characters, and riveting scenes.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Scene loglines and scene writing assignments  <b>Target for Success:</b> None set: First cycle</p> <hr/> <p><b>Project</b> - Scene loglines and scene writing assignments  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 12 students enrolled, 12 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment of writing scene loglines and scenes demonstrated that most students learned, processed, and applied the course material successfully in the writing of their successful screenplays. Wish I had more class time, however to do more in-class exercises. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.</p>	<p><b>Enhancement:</b> While all students passed, I can always do a better job. (04/20/2014)</p>
<p><b>F/TV60C_SLO_2</b> - Write short scripts for fiction and non-fiction films.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Write the entire first act  <b>Target for Success:</b> None set: First cycle</p> <hr/> <p><b>Project</b> - Write the entire first act  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 12 students enrolled, 12 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

assignment of writing the first act demonstrated that most students learned, processed, and applied the course material successfully in the writing of their successful screenplays. Wish I had more class time, however to do more in-class exercises. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.

# F/TV 64A:Fiction Screenwriting I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV64A_SLO_1</b> - Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay through logline, beat sheet, scene list.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter</p> <p><b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Write logline, beatsheet and scene loglines</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 8 students enrolled, 7 received passing grades (04/20/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student failed due to not coming to class or turning in assignments</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Write logline, beatsheet and scene loglines</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignments clearly demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Considering turning this class into a lecture-lab to have extra time. Also the sample size is smaller as the classes become more advanced and the drop-off is too steep. Perhaps the workload is too challenging.</p>	
<p><b>F/TV64A_SLO_2</b> - Write the first act of a three-act feature-length fiction screenplay.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter</p>	<p><b>Project</b> - Write the first act of a three-act feature-length fiction screenplay.</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 8 students enrolled, 7 received passing grades (04/20/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student failed due to not coming to class or turning in assignments</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Write the first act of a three-act feature-length fiction screenplay.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material.</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

(03/25/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignments clearly demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Considering turning this class into a lecture-lab to have extra time. Also the sample size is smaller as the classes become more advanced and the drop-off is too steep. Perhaps the workload is too challenging. Having funding for printing may help student success.

## F/TV 64B:Fiction Screenwriting II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV64B_SLO_1</b> - Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter</p>	<p><b>Project</b> - Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>Of the 8 students enrolled, 8 received passing grades (04/20/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative fiction screenplay.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignments clearly demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Considering turning this class into a lecture-lab to have extra time. Also the sample size is smaller as the classes become more advanced and the drop-off is too steep. Perhaps the workload is too challenging. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.</p>	

## F/TV 64C:Fiction Screenwriting III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV64C_SLO_1</b> - Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter</p>	<p><b>Other</b> - Critiques of screenwriting demonstrating knowledge and understanding  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 1 students enrolled, 1 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Critiques of screenwriting demonstrating knowledge and understanding  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignments clearly demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Considering turning this class into a lecture-lab to have extra time. Also the sample size is smaller as the classes become more advanced and the drop-off is too steep. Perhaps the workload is too challenging. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.</p>	
<p><b>F/TV64C_SLO_2</b> - Rewrite the feature-length screenplay and prepare to enter it in the marketplace.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 3-Winter</p>	<p><b>Project</b> - Rewritten feature-length screenplay.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 1 students enrolled, 1 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
	<p><b>Project</b> - Rewritten feature-length screenplay.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            All the students received an A- or higher, successfully demonstrating their skills and learning of the material.</p>	

(03/25/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignments clearly demonstrated that most students learned, processed, and applied the course material successfully. Wish I had more class time, however to do more in-class exercises. Considering turning this class into a lecture-lab to have extra time. Also the sample size is smaller as the classes become more advanced and the drop-off is too steep. Perhaps the workload is too challenging. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.

# F/TV 65:Current Practices in the Film/Video Profession

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV65_SLO_1</b> - Analyze the film and video industries practices and operations.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 3-Winter, 2015-16 3-Winter</p>	<p><b>Exam - Course Test/Quiz -</b>            STUDENTS TAKE A MIDTERM AND A FINAL EXAM WHICH TESTS THEIR ABILITY TO ANALYZE THE FILM AND VIDEO INDUSTRIES PRACTICES AND OPERATIONS, AS WELL AS ANALYZE AND REFLECT ON THE FIRST-HAND TESTIMONIES FROM THE VARIOUS WORKING PROFESSIONALS THAT WE INVITE TO CLASS.</p> <p><b>Target for Success:</b> None set: First cycle</p> <p><b>Comments/Notes:</b> ANALYZE AND REFLECT ON THE VARIOUS CREW POSITIONS IN THE FILM AND VIDEO INDUSTRIES, SUCH AS PRODUCER, DIRECTOR, SOUND FIELD RECORDIST/FOLEY ARTIST, SCREENWRITER, CINEMATOGRAPHER, FILM CRITIC AND EDUCATOR.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students take a midterm and final exam where they analyze the various roles in the film and video industries, their practices and operations. (03/08/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I am happy to report that out of the 18 students enrolled in this class, all without exception have finished their midterm analysis on the various crew positions in the film and video industries with a passing grade or above.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            OF THE 23 STUDENTS ENROLLED IN THIS COURSE, 22 SUCCESSFULLY PASSED THE MIDTERM AND FINAL EXAMS. ONE WITHDREW FROM THE COURSE WITH A “W” LETTER. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT ALL OF MY STUDENTS WITHOUT EXCEPTION WERE ABLE TO SUCCESSFULLY ANALYZE THE CURRENT FILM AND VIDEO INDUSTRIES PRACTICES, AS WELL AS REFLECT ON THE FIRST-HAND TESTIMONIES BY THE SPEAKERS.</p>	<p><b>Enhancement:</b> In order to be able to analyze and reflect on the first-hand testimonies from the various working professionals who come to class, a budget for scheduling such film/TV professionals would be necessary and would allow the students to interact in an informal fashion with these industry professionals while learning from their real-world experiences. (04/17/2016)</p> <hr/> <p><b>Enhancement:</b> In order to be able to analyze and reflect on the first-hand testimonies from the various working professionals who come to class, a budget for scheduling such film/TV professionals would be necessary and would allow the students to interact in an informal fashion with these industry professionals while learning from their real-world experiences. (01/04/2016)</p>
	<p><b>Exam - Course Test/Quiz -</b>            STUDENTS TAKE A MIDTERM AND A FINAL EXAM WHICH TESTS THEIR ABILITY TO ANALYZE THE FILM AND VIDEO INDUSTRIES PRACTICES AND OPERATIONS, AS WELL AS ANALYZE AND REFLECT ON THE FIRST-HAND TESTIMONIES FROM THE VARIOUS WORKING PROFESSIONALS THAT WE INVITE TO CLASS.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Out of the 18 students enrolled in Winter 2016 quarter, all 18 have been able to successfully analyze the film and video industries practices and operations as proven by the midterm exam, as well as by the weekly list of questions that each student has to supply upon researching the upcoming speaker. In addition, students actively engage in asking questions of the weekly speakers about their craft and the various ways in which one can enter the film/video industry. (03/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students have</p>	<p><b>Enhancement:</b> In order to be able to analyze and reflect on the first-hand testimonies from the various working professionals who come to class, a budget for scheduling such film/TV professionals would be necessary and would allow the students to interact in an informal fashion with these industry professionals while learning from their real-world experiences. (04/17/2016)</p>



Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p>been greatly benefiting from their weekly meetings with Bay Area film/video professionals and from hearing about their first-hand testimonies that paint an honest picture of the reality of this industry. Some students have received specific pointers on their questions, and have learned what it takes to be a director, screenwriter, visual effects artist, producer, cinematographer, how to approach the distribution process, etc. It has been an educational experience that has clarified for students what the various crew positions in the film industry mean and how to better prepare for and succeed in the workplace once the time comes to find employment in this industry.</p>	
<p><b>F/TV65_SLO_2</b> - Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 3-Winter, 2015-16 3-Winter</p>	<p><b>Exam - Course Test/Quiz -</b>  STUDENTS TAKE A MIDTERM AND A FINAL EXAM WHICH TESTS THEIR ABILITY TO ANALYZE THE FILM AND VIDEO INDUSTRIES PRACTICES AND OPERATIONS, AS WELL AS ANALYZE AND REFLECT ON THE FIRST-HAND TESTIMONIES FROM THE VARIOUS WORKING PROFESSIONALS THAT WE INVITE TO CLASS.  <b>Target for Success:</b> None set: First cycle  <b>Comments/Notes:</b> ANALYZE AND REFLECT ON THE VARIOUS CREW POSITIONS IN THE FILM AND VIDEO INDUSTRIES, SUCH AS PRODUCER, DIRECTOR, SOUND FIELD RECORDIST/FOLEY ARTIST, SCREENWRITER, CINEMATOGRAPHER, FILM CRITIC AND EDUCATOR.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  Out of the 18 students enrolled in this course, 18 wrote a mid-term analysis of the various crew positions in the film industry, as well as reflections on each guest speaker's first-hand testimonies about their professional experiences in the film/video profession. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I am satisfied that all my students have been able to successfully analyze the current film and video industries practices, as well as reflect on the personal testimonies given by each of the guest speakers every week.</p>	<p><b>Enhancement:</b> A budget for scheduling acclaimed film/TV professionals to come and speak with our students, as well as interact with them in an informal fashion, would greatly help close the equity gap. (06/26/2017)</p>
		<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  OF THE 23 STUDENTS ENROLLED IN THIS COURSE, 22 SUCCESSFULLY PASSED THE MIDTERM AND FINAL EXAMS. ONE WITHDREW FROM THE COURSE WITH A "W" LETTER. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT ALL OF MY STUDENTS WITHOUT EXCEPTION WERE ABLE TO SUCCESSFULLY ANALYZE THE CURRENT FILM AND VIDEO INDUSTRIES PRACTICES, AS WELL AS REFLECT ON THE FIRST-HAND TESTIMONIES BY THE SPEAKERS.</p>	<p><b>Enhancement:</b> A budget for scheduling acclaimed film/TV professionals to come and speak with our students, as well as interact with them in an informal fashion, would greatly help close the equity gap. (04/15/2016)</p>
	<p><b>Exam - Course Test/Quiz -</b>  STUDENTS TAKE A MIDTERM AND A FINAL EXAM WHICH TESTS THEIR</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  OF THE 23 STUDENTS ENROLLED IN THIS COURSE, 22</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ABILITY TO ANALYZE THE FILM AND VIDEO INDUSTRIES PRACTICES AND OPERATIONS, AS WELL AS ANALYZE AND REFLECT ON THE FIRST-HAND TESTIMONIES FROM THE VARIOUS WORKING PROFESSIONALS THAT WE INVITE TO CLASS.</p> <p><b>Target for Success:</b> 70%</p>	<p>SUCCESSFULLY PASSED THE MIDTERM AND FINAL EXAMS. ONE WITHDREW FROM THE COURSE WITH A “W” LETTER. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT ALL OF MY STUDENTS WITHOUT EXCEPTION WERE ABLE TO SUCCESSFULLY ANALYZE THE CURRENT FILM AND VIDEO INDUSTRIES PRACTICES, AS WELL AS REFLECT ON THE FIRST-HAND TESTIMONIES BY THE SPEAKERS.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Out of the 18 students enrolled in Winter 2016 quarter, all 18 have been able to successfully analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills. Students have been actively engaging in asking well researched questions of each weekly speaker about their craft. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students prepare a short oral and written presentation in front of the class reflecting on their favorite speaker and how their work and professional experience has inspired their own interests as budding filmmakers.</p>	<p>SUCCESSFULLY PASSED THE MIDTERM AND FINAL EXAMS. ONE WITHDREW FROM THE COURSE WITH A “W” LETTER. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I AM SATISFIED THAT ALL OF MY STUDENTS WITHOUT EXCEPTION WERE ABLE TO SUCCESSFULLY ANALYZE THE CURRENT FILM AND VIDEO INDUSTRIES PRACTICES, AS WELL AS REFLECT ON THE FIRST-HAND TESTIMONIES BY THE SPEAKERS.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Out of the 18 students enrolled in Winter 2016 quarter, all 18 have been able to successfully analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills. Students have been actively engaging in asking well researched questions of each weekly speaker about their craft. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students prepare a short oral and written presentation in front of the class reflecting on their favorite speaker and how their work and professional experience has inspired their own interests as budding filmmakers.</p>	<p><b>Enhancement:</b> A budget for scheduling acclaimed film/TV professionals to come and speak with our students, as well as interact with them in an informal fashion, would greatly help close the equity gap. (04/17/2016)</p>

## F/TV 66A:Basic Techniques of Animation: 3D Media

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV66A_SLO_1</b> - Design the movement and timing for sequences of character animation using stop-motion production techniques and/or a wide variety of other "under camera" animation methodologies.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2015-16 2-Fall</p> <p><b>Outcome Creation Date:</b> 09/11/2013</p>	<p><b>Project</b> - Series of production exercises utilizing articulated miniatures, plasticene, hinged cut-outs, silhouettes, and other under-camera art media. The exercises provide a range of experience and test student skill at scene staging, character motion design, camera positioning and editing language.</p> <p><b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>94% of the students completed the exercises successfully with very good results. One student took an Incomplete grade due to a work conflict (04/18/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The class encountered some technical difficulties with faulty camera connections while the Film/TV program was housed in temporary facilities. The in-class critique sessions had difficulty with single frame playback and speed reduction in the current version of Quicktime.</p>	<p><b>Enhancement:</b> Cameras that were in better condition were installed when Film/TV moved back to the Advanced Technology Center. An older version of Quicktime was installed in the classroom and this restored full functionality for motion analysis during critiques. (01/06/2014)</p>
	<p><b>Project</b> - Series of production exercises utilizing articulated miniatures, plasticene, hinged cut-outs, silhouettes, and other under-camera art media. The exercises provide a range of experience and test student skill at scene staging, character motion design, camera positioning and editing language</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>86% of the students completed the exercises successfully with very good results. (12/11/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student work has been hindered by old recycled cameras on the student workstations in the Animation Lab.</p> <p>There are also compatibility issues with our new hardware and software.</p> <p>In addition, as in other courses, despite class screenings of specific tutorials for the animation stands and their software and easy access to those tutorials in the Animation Lab, a number of students, primarily from the targeted populations that we are striving to serve better, took much longer to execute the project. Having a mentor for these students was desired.</p>	<p><b>Enhancement:</b> Requests for two new cameras for the animation workstations have been made. These are relatively inexpensive and can also serve Film/TV 69A students in some academic quarters.</p> <p>In addition, an advanced student with specific software skills and a helpful manner, was enlisted through the Perkins grant for CTE programs to mentor the aforementioned students from targeted populations and international students with language limitations. S/he assisted students in several different animation courses. (09/26/2016)</p>

# F/TV 68A: Sound for Animation

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV68A_SLO_1</b> - Design and edit soundtracks for animated films, containing effects ambiences and atmospheric musical scores.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 03/27/2015</p>	<p><b>Project</b> - Individual student exercise to create a soundtrack that integrates sound effects with music and possibly voice tracks for a pre-existing short animated film  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            71% of the students completed this exercise with very good results. The remaining 29% were not able to complete it (06/26/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> When De Anza’s campus television station closed, Film/TV students were no longer able to benefit from the station’s subscription to the Network Music Library. This significantly ramped up the amount of music search time required for each student project and removed the students’ main copyright-free music option. In addition, conventional music libraries and commercial recordings are difficult to edit with synchronization to specific visual cues. Lastly, Film/TV had a limited number of physical copies of its sound effects CDs, making checkout cumbersome and the search and edit process that much more laborious. Although a few changed their projects in mid-stream, most students who failed to complete their projects simply ran out of time. These post-production problems have proven to be endemic in both animation and live-action production courses.</p>	<p><b>Enhancement:</b> The solution for Film/TV and Animation would be having its own copyright-free music library, preferably one with cinematic-caliber musical themes, each containing numerous clips with variable instrumentation and variable length. This would greatly facilitate student editing with perfect synchronization. The instructor, Martin McNamara, had purchased one such mini-library that had proven very effective, but only for suspense music. The other solution would be to install a SAN, so that all production students could access any departmental music or sound effects library from any workstation. Film/TV began shopping, testing and budgeting for purchase of a music library and a SAN, hopefully during the 2015-2016 academic year. (09/26/2016)  <b>Follow-Up:</b> SonicFire Pro music tracks and sound effects installed on one edit-bay computer for student access, since installing on the SAN would violate the licensing agreement. (04/10/2017)</p>
	<p><b>Project</b> - Individual student exercise to create a soundtrack that integrates sound effects with music and possibly voice tracks for a pre-existing short animated film.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            95% of the students completed this exercise with very good results. One student stopped attending and subsequently failed the course. (06/26/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Since the</p>	<p><b>Enhancement:</b> Approximately 40% of the 100 albums of stock music selected should serve animation students well. Animated shorts can be set in foreign countries,</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p>much-used Network Music Library can no longer be used due to the licensing agreement, Film/TV recently selected SonicFirePro's Smart Sounds for royalty-free stock music.</p>	<p>ancient eras, or outer space without design or budget constraints, so animation will require a more expansive music library than live-action. (06/26/2017)</p>
<p><b>F/TV68A_SLO_2</b> - Synchronize voice tracks to animated characters and edit music cues to animated sequences.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 3-Winter, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 03/27/2015</p>	<p><b>Project</b> - Individual student exercise to synchronize the mouths of an animated character to a real voice track.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met  88% of the students completed this exercise with good to excellent results. The remaining 12% were not able to complete it. (03/27/2015)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although lip-synchronization ability is an valuable skill for a professional animator to possess, a character's body language is universally recognized as more important than mouth position. The materials in Film/TV 68A were being used to create impressive lip-synchronization in student projects, but no gestural communication. Students were also not learning how to time gestures in relation to speech.</p> <p>In addition, despite class screenings of specific tutorials for this exercise and installation of those tutorials on each computer workstation in the Animation Lab, a number of students, primarily from the targeted populations that we are striving to serve better, took much longer to execute the project. Having a mentor for these students was desired.</p>	<p><b>Enhancement:</b> Limited to a face with its modular mouths, eyes could have the potential for animated facial expressions that could be timed with speech in relationships similar to that with full figure gestures. The exercise was expanded to use interchangeable eyebrows and eyelids to create eye darts, blinks and brow expressions as mini-gestures. This really brings the faces to life.</p> <p>Moreover, an advanced student with specific software skills and a helpful manner, was enlisted through the Perkins grant for CTE programs to mentor the aforementioned students from targeted populations and international students with language limitations (04/06/2015)</p>
	<p><b>Project</b> - Individual student exercise to synchronize the mouths of an animated character to a real voice track.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  95% of the students completed this exercise with good to excellent results. One student stopped attending and failed the course. (06/26/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although these students excelled at their lip-synch and gesture augmentation exercises, it would be ideal if they could complete them more quickly. This would allow graphic</p>	<p><b>Enhancement:</b> Ideally an advanced student mentor would counsel novice students, particularly those from the at-risk target population, to overcome any "digital gap" and expedite revision of the exercises. Skilled student mentors have been invaluable in the past.</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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embellishment, and more importantly, an earlier start on the more complex music editing assignment.

(01/08/2018)

## F/TV 69A:Principles of Animation: 2D Media

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV69A_SLO_1</b> - Design realistic and expressionistic animated movements.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 09/20/2014</p>	<p><b>Project</b> - Individual student pencil test exercise to depict an object or character falling from a high position, incorporating proper acceleration according to the laws of gravity  <b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            82% of the students completed this exercise with good results, although less than perfect. The remaining 18% had conceptual and/or technical problems. (12/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Some student animation tests, although good, did not portray sufficient height to illustrate gravitational acceleration. Others simply underestimated the acceleration factor or fell at a constant rate.            Film/TV's animation workstations were utilizing old cameras from the live-action area, since they could still produce a still image, even if their recording mechanisms were worn out. However, those superfluous mechanisms were problematic in that the motors and automatic shutoffs had to be continually disengaged. This caused students problems when shooting, particularly those on the wrong side of the digital divide, and they requested better cameras and on-site technical help.</p>	<p><b>Enhancement:</b> Students were directed to the website that had been recently launched by San José State Physics professor Alejandro Garcia, assisted by De Anza Animation instructor Martin McNamara as part of a joint National Science Foundation grant to develop a Physics for Animators GE course. The site contains numerous tutorials, including gravitational acceleration. They have now been integrated into Film/TV 69A.</p> <p>In addition, several digital still cameras were tried in lieu of the aging camcorders. Compatibility issues exist with software and hardware, so a better solution long-term is needed and being sought. There are a total of four stations for F/TV 69A and 66A (04/06/2015)</p>
<p><b>F/TV69A_SLO_1</b> - Design realistic and expressionistic animated movements.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2014-15 2-Fall, 2015-16 3-Winter  <b>Outcome Creation Date:</b> 09/20/2014</p>	<p><b>Project</b> - Individual student pencil test exercise to depict an object or character falling from a high position, incorporating proper acceleration according to the laws of gravity.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            94% of the students completed this exercise with good results, although few were outstanding. One student stopped working late in the quarter and failed the course. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In recent years students have found it difficult to draw realistically and/or draw in art styles which animate efficiently. Some of this is due to De Anza canceling its three Drawing for Animation courses, which emphasized gestural, sequential and rapidly-executed drawings, unlike traditional Art courses.</p>	<p><b>Enhancement:</b> Maintain usage of the faculty-designed freeware, Monkey Jam, and traditional art materials to give students a more affordable and possibly more effective option. The digital hardware and more elaborate software can always be used as well. De Anza should create its own tutorials for TV Paint, similar to what we have for Monkey Jam, and hire advanced student mentors to counsel novice</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

students, particularly those in the at-risk target population. (09/23/2019)

**F/TV69A\_SLO\_2** - Create drawn sequences of character and effects animation.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2014-15 2-Fall, 2015-16 3-Winter  
**Outcome Creation Date:** 09/20/2014

**Project** - Individual student pencil test exercise to depict a sequence with character and effects animation.  
**Target for Success:** None: First cycle

**Program Review Reporting Year:** 2014-2015  
**Target :** Target Met  
76% of the students completed the exercise; 24% submitted pencil tests that were off-topic (12/12/2014)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who had previously taken Film/TV 70A, Storyboard and Visual Development, approximately 35% of the class, were comfortable planning this type of shot sequence properly. The others lacked the knowledge of camera language and editing strategies to design the sequence. Everyone completed it, but narrative results varied widely. In addition, as in other courses, despite class screenings of specific tutorials for the animation stands and their software and easy access to those tutorials in the Animation Lab, a number of students, primarily from the targeted populations that we are striving to serve better, took much longer to execute the project. Having a mentor for these students was desired.

**Enhancement:** Students who had previously taken Film/TV 70A, Storyboard and Visual Development, approximately 35% of the class, were comfortable planning this type of shot sequence properly. The others lacked the knowledge of camera language and editing strategies to design the sequence. Everyone completed it, but narrative results varied widely. In addition, as in other courses, despite class screenings of specific tutorials for the animation stands and their software and easy access to those tutorials in the Animation Lab, a number of students, primarily from the targeted populations that we are striving to serve better, took much longer to execute the project. Having a mentor for these students was desired. (04/06/2015)

**Project** - Individual student pencil test exercise to depict a sequence with character and effects animation.  
**Target for Success:** 70%

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
94% of the students completed this exercise with good results, although few were outstanding. One student stopped working late in the quarter and failed the course. (03/25/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Digital tablets and styli have become a viable alternative to the traditional paper and pencil. Even though De Anza has invested in 30 tablet and stylus sets and related software, their usage can be problematical. Some students develop dependence on

**Enhancement:** Maintain usage of the faculty-designed freeware, Monkey Jam, and traditional art materials to give students a more affordable and possibly more effective option. The digital hardware and more elaborate software can always be used as well. De Anza should create its own tutorials for TV Paint, similar to what we have for Monkey Jam,



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the software's automated features, to the detriment of motion design. The software has artistic limitations and becomes obsolete quickly. And most students, particularly the at-risk targeted population, cannot afford to purchase their personal set of tablet and software, so cannot work that way at home. This especially impacts the many who live in other counties. Moreover, publisher tutorials are not available for the older version of TV Paint that De Anza owns.

and hire advanced student mentors to counsel novice students, particularly those in the at-risk target population. (09/25/2017)

# F/TV 6A:Screenwriting Fundamentals for Film/Video I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV60A_SLO_1</b> - Demonstrate a command of story structure, the creation and development of dynamic and original characters.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 2-Fall</p>	<p><b>Project</b> - Students must create a beat sheet for either a short film or a feature demonstrating a narrative throughline and character development.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 50 students enrolled in both sections of 60A, 48 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> One student failed the class for not coming to class and turning in assignments.</p>	<p><b>Enhancement:</b> Review beat sheet even more extensively. (04/20/2014)  <b>Enhancement:</b> Review beat sheet even more extensively. (04/20/2014)</p>
	<p><b>Project</b> - Students must create a beat sheet for either a short film or a feature demonstrating a narrative throughline and character development.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received Bs or better on their beat sheet assignments. Several did not, but because they did not attend class or turn in their work. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment clearly demonstrates which students had a command of story structure and character development through beat sheets they created. Would prefer to have more class time to do in-class assignments and teach more material. Having funding for printing and the acquisition of screenplays for the Screenplay Library would help student success.</p>	
<p><b>F/TV60A_SLO_2</b> - Write short scripts for fiction and non-fiction films.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter, 2015-16 2-Fall  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Write short scripts for fiction and non-fiction films.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Of the 50 students enrolled in both sections of 60A, 48 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> One student failed the class for not coming to class and turning in assignments.</p>	<p><b>Enhancement:</b> Spend more time on writing good pages (04/20/2014)</p>
	<p><b>Project</b> - Write short scripts for fiction and non-fiction films.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Most of the students received a B or higher, successfully demonstrating their skills and learning of the material. The ones who received a B- or lower did not show up to class and missed too much material. (03/25/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The assignment of writing screenplay pages demonstrated that most students learned, processed, and applied the course</p>	

*Student Learning  
Outcomes (SLOs)*

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material successfully in the writing of their successful screenplays. Wish I had more class time, however to do more in-class exercises.

# F/TV 70A: The Storyboard and Visual Development for Animation

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV70A_SLO_1</b> - Apply principles of cinematography and strategies of film editing to pictorial representation of narrative and expository sequences using storyboard panels.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2014-15 3-Winter, 2015-16 3-Winter</p> <p><b>Outcome Creation Date:</b> 09/20/2014</p>	<p><b>Project</b> - Creation of a storyboard for a 60-second Public Service Announcement on a topic of the student's choosing. This provides experience in film concept research and development, class exploration of and engagement in worthy social causes, and extensive storyboarding for exposition and advocacy.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>96% of the students completed this PSA exercise with very good results. One student was unable to turn it in and received an Incomplete. (03/21/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Film/TV 70A is a fusion of three previous Animation courses: Screenwriting for Animation, Storyboard, and Layout &amp; Visual Development. Obviously each must be severely truncated to squeeze into a single course. In Fall, 2014, we had used the individual PSA exercise, which emphasizes screenwriting for animation, followed by a small group narrative storyboard exercise. This combination was found to neglect the students' personal filmmaking interests. In Winter we combined the PSA exercise with conceptual and visual development of a storyboard for a short personal film. This became dominated by the screenwriting and required several extra individual conferences with each student, in addition to regular office hours. Storyboard was deemphasized too much.</p>	<p><b>Enhancement:</b> It was decided to begin each future course with the small-group narrative storyboard exercise, featuring a choice of assigned stories that require bold and striking imagery. This would be followed by the development of a concept and storyboard for a short personal film. The PSA becomes a necessary casualty in this arrangement. The combination emphasizes visual language and allows sufficient time to incubate personal film ideas. Ideally this course would be four units and six hours per week, with one three-hour class meeting focusing on concept development specifically for animation and the other on pure storyboarding. That was proposed to the department and hopefully the course will be modified. (09/21/2015)</p>
	<p><b>Project</b> - Creation of a storyboard for a 60-second Public Service Announcement on a topic of the student's choosing. This provides experience in film concept research and development, class exploration of and engagement in worthy social causes, and extensive storyboarding for exposition and advocacy.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>89% of the students completed this exercise with very good results. Two students did extensive work, but failed to turn in the final storyboard. A PSA is now one option for the type of storyboard and follows an introductory panel design exercise. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Since three previous Animation courses (Screenwriting for Animation, Storyboard, and Layout &amp; Visual Development) have been compressed into one, conducting the visual development exercises that served as team-building projects to address key design issues has proved challenging.</p>	<p><b>Enhancement:</b> A new course, Animated Film Pre-Production Workshop, has been added to the curriculum and will provide the visual development production experience for all majors. (06/26/2017)</p>

# F/TV 71G:Introduction to 3D Computer Animation: Modeling

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV71G_SLO_1</b> - Create a cinematic still, displaying an understanding of modeling, texturing and lighting in addition to composition for storytelling.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Looking at students' average assignment scores for this data. Assignments were 80% of their grade, and reflected their actual modeling work. Out of 22 students, 19 scored above a B. 3 students scored a C or below. (03/01/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Looking at the data, it seems that more students did well than the average scenario. It could be because I'm a fantastic teacher. Or I had an exceptional batch of students. Or that I'm not grading hard enough. Or that the assignments are too easy. Or that the subject matter just lends itself to engagement and motivation. I suspect it's a bit of all of the above. Might be good to look into how such classes at other colleges are graded, and what their numbers look like.</p>	<p><b>Enhancement:</b> Look into how similar classes at other colleges are graded, and what kind of numbers they're getting. This quarter I adjusted the order of topics, and will definitely do so again. Milk Crate assignment should come before Cartoon Car, as students complained that they found the Cartoon Car quite difficult. Also need to do more demo's of modeling that car, so they feel more prepared for that assignment. Some students would have liked to learn how to create skeletons and rig the old-fashioned "hard" way. In future, go more in depth and have in-class work related to this. Maybe also consider teaching a more in-depth sculpting module in future, using additional software (Mudbox). (03/01/2018)</p>
<p><b>Project</b> - Average score for all assignments, per student. Assignments form 80% of student's final grade.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Project</b> - Average score for all assignments, per student. Assignments form 80% of student's final grade.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Out of 22 students, 19 scored an average above a B. 3 students scored an average of a C or below. (03/02/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Looking at the data, it seems that more students did well than the average scenario. It could be because I'm a fantastic teacher. Or I had an exceptional batch of students. Or that I'm not grading hard enough. Or that the assignments are too easy. Or that the subject matter just lends itself to engagement and motivation. I suspect it's a bit of all of the above. Might be good to look into how such classes at other colleges are graded, and what their numbers look like.</p>	<p><b>Enhancement:</b> 1. Look into grading of similar classes in other colleges</p> <p>2. Adjust the order of projects, to make them progressively harder.</p> <p>3. Look into getting ETS to do frequent software updates for the lab</p> <p>4. Start the process for rearranging ATC102</p> <p>5. Hire a student mentor / tech assistant (already done!) (03/04/2018)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

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*Enhancements*

Software Incompatibility: here have been some difficulties with incompatibility - students are already downloading Maya 2018 on their home computers, but we only have 2017 in the lab. It would be good if we could have the software updated more often than once a year! Especially since patches and service packs are usually issued on each version throughout the year.

Facilities: The room's layout is terrible for this kind of class (learning software). The students in back can't see the slides, or hear what I'm saying. I have to pace along the sides of the rows of computers while talking and during lab, and yet run back and forth to the instructor's station to change a slide or do a demo, to make it work.

Tech Assistant: It would be very beneficial to have a student mentor / tech assistant to help out. It's hard to get to everyone when it's just me. Especially when some people require quite a bit of hand-holding, and some projects require quite a bit of troubleshooting.

# F/TV 72G:Animated Film Pre-Production Workshop

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV72G_SLO_1</b> - Students will create the pre-production visual and audio components of a short personal animated film.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/26/2016</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Out of 19 students, 13 got a B or better on the final assessment, while 6 scored below a B (3 C's and 3 Fails) (03/01/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The 13 who got B's or better produced excellent work, and the 6 who did poorly did so for lack of effort or motivation, rather than understanding. It would be good to find out how to improve in that area - how to get students more motivated, more willing to work hard on their projects, and more willing to overcome their own challenges.</p>	<p><b>Enhancement:</b> While the final work the students produced largely exceeded my expectations, I feel that they struggled more than necessary. For winter quarter I have less graded assignments, and am breaking down the process of storyboarding their film into smaller chunks. Future possible enhancements would be to go through the entire development process on a few small ideas, for practice, before doing it for their big idea. I also feel like the story ideas could use more work - for this I may need to seek advice from the screenwriting faculty. (03/01/2018)</p>
	<p><b>Project</b> - Final animatic with sound.  <b>Target for Success:</b> Benchmark assessment</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Out of 19 students, 13 got a B or better on the final assessment, while 6 scored below a B (3 C's and 3 Fails) (03/04/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The 13 who got B's or better produced excellent work, and the 6 who did poorly did so for lack of effort or motivation, rather than understanding. It would be good to find out how to improve in that area - how to get students more motivated, more willing to work hard on their projects, and more willing to overcome their own challenges.</p>	<p><b>Enhancement:</b> While the final work the students produced largely exceeded my expectations, I feel that they struggled more than necessary. For winter quarter I have less graded assignments, and am breaking down the process of storyboarding their film into smaller chunks. Future possible enhancements would be to go through the entire development process on a few small ideas, for practice, before doing it for their big idea. I also feel that their story ideas could use more work - for this I may need to seek advice from the screenwriting faculty.</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

(03/04/2018)



# F/TV 72H:Animated Film Production Workshop

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**F/TV72H\_SLO\_1** - Students will create the production visual and audio components of a short personal animated film.

**SLO Status:** Active

**Outcome Creation Date:** 08/26/2016

# F/TV 72J:Animated Film Post-Production Workshop

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**F/TV72J\_SLO\_1** - Students will create the post-production visual and audio components of a short personal animated film.

**SLO Status:** Active

**Outcome Creation Date:** 08/26/2016

## F/TV 75G:History of Animation (1900 - Present)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV75G_SLO_1</b> - Identify and describe the development of the animated short film from 19th century pre-cinematic devices to the present, noting its role in international film history.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2015-16 3-Winter</p> <p><b>Outcome Creation Date:</b> 09/11/2013</p>	<p><b>Exam - Course Test/Quiz</b> - Test/Quiz</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>85% of the students completed the exercises successfully, i.e. 30 out of 35. (03/25/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> With the present curriculum students can easily grasp the many distinct periods of animation history, but full coverage of contemporary movements and technological change is most difficult</p>	<p><b>Enhancement:</b> Instructor augments the syllabus by curating programs for the International Animators' Association (ASIFA-San Francisco), including annual screenings of the latest international co-productions from the National Film Board of Canada with visiting animators from many countries. This and presentations by local industry luminaries expand the syllabus and strengthen the contemporary coverage of F/TV 75G. (06/25/2017)</p>
	<p><b>Exam - Course Test/Quiz</b> - Midterm exam covering the first half of the course, but addressing films spanning from the 19th Century to the 1960s.</p> <p><b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p> <p><b>Target :</b> Target Met</p> <p>93% of the students completed this exam with good results. 7% (2 students with limited English language skills) did poorly, but were allowed to write a second term paper to raise their grades via an assessment that more accurately measured their intellectual ability. 4 students did not take the midterm, one of whom elected the option of a second term paper. (12/13/2013)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This was the first quarter in which Film/TV 75G, which had previously shown short animated films exclusively, had to absorb the historical content of three cancelled courses: The Animated Feature Film, Classic Hollywood Animation, and Contemporary World Animation. Clearly the combined course could not accurately chart the evolution of the international animated film without including landmark animated features. However, an historical survey can cover much more ground by focusing on salient short films, not features. So this was a transition quarter in terms of syllabus content. To master the course material, students needed to view and analyze a much more comprehensive</p>	<p><b>Enhancement:</b> Five animated feature films were added to this course this quarter as well as selected short subjects. Other important films were moved into production courses or optional supplemental screenings. It was decided to drop one of the animated feature films, since it could be replaced by eight important short subjects with the same running time.</p> <p>Several exam questions were also rewritten to make them easier to comprehend by international students for whom English was a second language. (09/22/2014)</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

film list than ever before.

**F/TV75G\_SLO\_2** - Analyze the formal evolution of the animated short film, including the development of aesthetic elements such as narrative structure, art direction, camera language, sound design and editing styles.

**SLO Status:** Active

**Planned Assessment Quarters:** 2013-14 2-Fall, 2015-16 3-Winter

**Outcome Creation Date:** 09/11/2013

**Project** - Term paper on topic chosen from extensive option list of prompts.

**Target for Success:** 70%

**Program Review Reporting Year:** 2015-2016

**Target :** Target Met

85% of the students completed the exercises successfully, i.e. 30 out of 35. (03/25/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The most difficult current challenge for students is comparing the aesthetics of classical animation to contemporary independent films using Stereoscopic 3D or Virtual Reality. These present a myriad of changes in camera language, art design and editing strategies.

**Enhancement:** Personal friends at partnering studios that specialize in cutting-edge technologies, such as Industrial Light & Magic, Electronic Arts or Google VR Spotlight Stories have contributed Oscar-nominated samples of exemplary new work, as well as providing stereoscopic headsets and projection equipment at their screening venues for public-partnered events. This enables students to grasp the evolving aesthetics without devoting excessive coverage in the syllabus. (06/25/2017)

**Project** - Term paper on topic chosen from extensive option list of prompts.

**Target for Success:** 70%

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

83% of the students completed the term paper with very good results. 17% did not complete the paper successfully. (12/13/2013)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** As with the midterm the term paper topic options for this combination of four courses had to be broadened to include important international feature films, their literary sources, and the differences in narrative style and structure between the features and certain short subjects.

**Enhancement:** The paper topic handout was expanded significantly. It was decided to make supplemental films from the departmental Audio-Visual library and from the instructor's personal collection available to students for research in the Animation lab in AT 104 for their papers. (09/22/2014)

**F/TV75G\_SLO\_3** - Refine and employ critical thinking skills in aesthetic, technological and socio-political contexts to understand animated films produced in various historical eras and geographic regions.

**SLO Status:** Active

**Planned Assessment Quarters:** 2013-14 2-Fall, 2015-16 3-Winter

**Outcome Creation Date:** 09/11/2013

**Exam - Course Test/Quiz** - Final exam covering the second half of the course and including the entire contemporary period from the 1970s to the present day.

**Target for Success:** 70%

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

86% of the students completed this exam with good results. The other 14% all took the exam, but received poor grades. (12/13/2013)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students received higher scores on the final exam than they did on the midterm. It was encouraging to see their performance level rise.

**Enhancement:** Following this rather experimental quarter, the syllabus could be rewritten to address the weekly class schedule. The uncertainty of running time for film programs combining shorts and features for the first time was resolved. As with the midterm, several exam

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Exam - Course Test/Quiz** - Final exam covering the second half of the course and including the entire contemporary period from the 1970s to the present day.  
**Target for Success:** 70%

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
85% of the students completed the exercises successfully, i.e. 30 out of 35. (03/25/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students grasp individual periods or cinematic movements, but not always their relationship to each other. Textbooks are unclear and edited essay compilations even more fragmented and vague.

questions were rewritten to make them easier to understand for international ESL students.  
(09/22/2014)

**Enhancement:** Instructor has begun introducing timeline graphics to display multi-national parallels, influences and contrasts. Also personal experiences from visits behind the Iron Curtain and conversations with animation studio workers there and then have been woven into the lectures. (06/25/2017)

# F/TV 75K: Japanese Animation

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV75K_SLO_1</b> - Identify and explain significant trends in the evolution of animation as an art form within the Japanese national cinema, as well as major contributions by individual directors and studios, from aesthetic, technological and socio-political perspectives.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2015-16 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Exam covering the first portion of the course, including films spanning from the early 20th Century. The films in this course are not screened chronologically, but there is an historical overview and classes devoted to specific eras.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            87% of the students completed this exam successfully. 13% did not take the exam or did poorly, but were given the option to write a second term paper to raise their grade. (06/27/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although the students performed well on the exam, it was decided that more class time should be spent on Japan's experience during World War II and the postwar occupation. Films from this era are extremely rare and the only one we screen has no English subtitles.</p> <p>Further emphasis on major animated film directors would clarify their contributions to Japan's meteoric rise in the animation world.</p>	<p><b>Enhancement:</b> The instructor requested and received a translation of the voice tracks in the World War II feature film from native speakers of that generation. This enabled a more thorough analysis of the film's soundtrack and thematic focus to be presented to the students.</p> <p>Several exam questions were also rewritten to make them easier to comprehend by international students for whom English was a second language in hopes that they would be more successful when taking it.</p> <p>Additional short films by important authors such as Katsuhiro Otomo were added to the syllabus (01/05/2015)</p>
	<p><b>Exam - Course Test/Quiz</b> - Exam covering the first portion of the course, including films spanning from the early 20th Century. The films in this course are not screened chronologically, but there is an historical overview and classes devoted to specific eras.  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            93% of students completed this exam successfully. 7% did not take the exam or did poorly, but were given the option to write a second term paper to raise their grade. (06/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> There has been a great scarcity of animated film availability from early decades of Japanese cinema. A huge percentage of the films produced have been lost to catastrophic fires and more were suppressed and sometimes destroyed during the American postwar occupation in the late 1940s and early 1950s. This makes analysis of certain subjects difficult.</p>	<p><b>Enhancement:</b> Archives have recovered and restored some of the missing films recently and compilations are being prepared for the centennial of Japanese animation in 2017. These will be examined at international animation festivals by our faculty and new products introduced into the syllabus. (01/08/2018)</p>
<p><b>F/TV75K_SLO_2</b> - Refine and employ</p>	<p><b>Project</b> - Term paper on topic</p>	<p><b>Program Review Reporting Year:</b> 2013-2014</p>	<p><b>Enhancement:</b> The addition of</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>critical thinking skills to appraise the narrative, visual and aural elements of motion pictures from different time periods within the Japanese national cinema.</p> <p><b>SLO Status:</b> Active <b>Planned Assessment Quarters:</b> 2013-14 4-Spring, 2015-16 2-Fall</p>	<p>chosen from extensive option list of prompts. <b>Target for Success:</b> 70%</p> <p><b>Project</b> - Term paper on topic chosen from extensive option list of prompts. <b>Target for Success:</b> 70%</p>	<p><b>Target :</b> Target Met 68% of the students completed the term paper with very good results. 32% did not complete the paper successfully. (06/27/2014) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> A greater concentration on specific film directors would benefit those students selecting the authorship prompt for their term papers. More filmic interpretations of classic Japanese literature were also needed for students electing that prompt.</p> <p>Half of the students who did not complete the paper were taking the course for personal enrichment and/or were matriculating in other majors. Japanese Animation seems to have a higher percentage of these students than other animation history courses.</p> <p><b>Program Review Reporting Year:</b> 2015-2016 <b>Target :</b> Target Met 93% of the students completed the term paper with good results. 7% (two students) did not complete the paper successfully. (06/06/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In their papers students displayed familiarity with certain Japanese auteurs and their bodies of work, namely Satoshi Kon, Hayao Miyazaki and Katsuhiro Otomo, but less with other major directors. There is a need to highlight other filmmakers with lecture reference, reading links and film examples.</p>	<p>Katsuhiro Otomo’s “Combustion” will help students selecting either the authorship or literary adaptation prompt for their term papers.</p> <p>It was decided to make supplemental films from the departmental Audio-Visual library and from the instructor’s personal collection available to students for research in the Animation lab in AT 104 for their papers. (09/22/2014)</p> <p><b>Enhancement:</b> New material will be added to the course on directors such as Isao Takahata, Kihachiro Kawamoto, and Mamoru Oshii as new archival materials become available. (01/08/2018)</p>
<p><b>F/TV75K_SLO_3</b> - Analyze representations of race and ethnicity, gender and sexuality in the context of their historical period, demonstrating an understanding of the politics of representation and the techniques of propaganda learned in class.</p>	<p><b>Exam - Course Test/Quiz</b> - Exam covering the final portion of the course, including films dealing with the politics of representation. <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2013-2014 <b>Target :</b> Target Met 95% of the students completed this exam successfully. 5% (one student) took the exam, but did poorly. (06/27/2014) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although the students did very well on this exam, further exploration of the depiction of the supernatural in Japanese animation would be beneficial. The ubiquity of female ghosts and audience empathy with them would be a focus.</p>	<p><b>Enhancement:</b> The recently Oscar-nominated “Tsukumo (Possessions)” will be added to the syllabus, increasing our discussion of the supernatural. In addition, lecture will emphasize the representation of female ghosts in the context of live-action characters in the classic works of</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**SLO Status:** Active

**Planned Assessment Quarters:** 2013-14 4-Spring, 2015-16 2-Fall

**Exam - Course Test/Quiz** - Exam covering the final portion of the course, including films dealing with the politics of representation.  
**Target for Success:** 70%

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Met  
86% of the students completed this exam successfully. Two students took the exam, but did poorly. Two more did not take it. (06/06/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students have lacked familiarity with prevailing Japanese attitudes toward racial minorities in their country and with the complex and sometimes contradictory feelings about America. Similarly, they needed more insight into the position of feminism in the Japanese society.

Mizoguchi, Kobayashi, Shindo and other major directors.  
(01/05/2015)

**Enhancement:** A focus is being added to films in the existing syllabus on scenes depicting denigration of the American postwar occupation, including the ubiquitous representation of African-American military personnel. Also “Miss Hokusai” can be introduced as a filmic adaptation of a popular manga portraying the artistic daughter of one of the greatest Japanese printmakers from their Golden Age. (01/08/2018)



# F/TV 78W:Special Topics in Film Studies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV78W_SLO_1</b> - Critically evaluate proper behavior for group interaction and apply skills learned in class to interact and network successfully with film industry and film festival professionals.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2010-11 3-Winter, 2014-15 3-Winter</p>	<p><b>Project</b> - Students are required to attend class sessions where there will be guest speakers present from various aspects of the film and TV industry. They will interact with these professionals through screenings and Q&amp;A sessions and then record their impressions in a series of journal entries.</p> <p><b>Target for Success:</b> 100% of students receive a grade of 'C' or better</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p> <p>19 out of 25 students received a grade of 'C' or better on the project, meaning that 76% of the class met the target for success. Of the six students who did not receive a 'C,' five did not turn any of their assignments in at all. (03/27/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> As tends to be the case with many of our department's classes, the main issue, achievement-wise, is with non-participation and attendance. By and large, the students who are coming to class and doing the assignments are performing at a high level. The question is how, and if, one can pull in and engage those that are not.</p> <p>For the next round of F/TV 78W, I will consider offering time in class to at least begin upon these journal-style reflections. If the students start writing directly after having experiencing the content and speakers, perhaps the information will both coalesce better in their minds and help give them a start on the writing assignment.</p> <p>The quality of the speakers in the class is of concern as well. Since the course is geared towards offering students a real-world look at professionals in the film industry, we need consistent funding to bring those professionals to our classes. With the tiny amounts allowed for guest speakers though our B-budget, we are highly constrained to having speakers from the immediate area who are not concerned with being paid much more than reimbursement for their gas. With proper funding, we could make this class into a much more engaging, dynamic, and worthwhile workshop that could draw upon our department's filmmaking connections all across the country.</p>	
<p><b>F/TV78W_SLO_2</b> - Apply an analytical approach learned in class to examine a screenplay and/or the narrative,</p>	<p><b>Project</b> - Students will be given a series of articles, screenings, and lecture notes relating to the</p>	<p><b>Program Review Reporting Year:</b> 2014-2015</p> <p><b>Target :</b> Target Met</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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visual and aural elements of a motion picture.

**SLO Status:** Active

**Planned Assessment Quarters:** 2010-11 3-Winter, 2014-15 3-Winter

execution of a festival or industry worthy film. They will be required to synthesize these ideas and formulate them into a personal vision of what it takes to be working professionally in film or video today.

**Target for Success:** 100% of students receive a grade of 'C' or better

18 out of 25 students received a grade of 'C' or better on the project, meaning that 72% of the class met the target for success. Of the seven students who did not receive a 'C,' none of them turned in the assignment at all. (03/27/2015)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** As tends to be the case with many of our department's classes, the main issue, achievement-wise, is with non-participation and attendance. By and large, the students who are coming to class and doing the assignments are performing at a high level. The question is how, and if, one can pull in and engage those that are not.

For the next round of F/TV 78W, I will consider offering time in class to at least begin upon these journal-style reflections. If the students start writing directly after having experiencing the content and speakers, perhaps the information will both coalesce better in their minds and help give them a start on the writing assignment.

The quality of the speakers in the class is of concern as well. Since the course is geared towards offering students a real-world look at professionals in the film industry, we need consistent funding to bring those professionals to our classes. With the tiny amounts allowed for guest speakers though our B-budget, we are highly constrained to having speakers from the immediate area who are not concerned with being paid much more than reimbursement for their gas. With proper funding, we could make this class into a much more engaging, dynamic, and worthwhile workshop that could draw upon our department's filmmaking connections all across the country.

# F/TV 78X:Special Topics in Film Studies

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**F/TV78X\_SLO\_1** - Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.

**SLO Status:** Course Not Currently Taught

**F/TV78X\_SLO\_2** - Apply an analytical approach learned in class to examine a screenplay and/or the narrative, visual and aural elements of a motion picture.

**SLO Status:** Course Not Currently Taught

## F/TV 92: Topics: Guest Artist/Industry Professional

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV92_SLO_1</b> - Analyze the works of visiting film and video professionals.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2016-17 2-Fall</p>	<p><b>Other</b> - Identify and analyze various film and video industry practices and operations.</p> <p><b>Target for Success:</b> None: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Out of the 33 students enrolled in F/TV 92 during Fall Quarter 2016, all 33 have been able to successfully identify the various crew positions and roles on set. In addition, students were able to formulate specifically tailored questions for each of the crew positions that we had examined in class, and were then further informed by each of the guest speakers from their perspective as film/video professionals. (12/16/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Pertinent articles were analyzed and discussed in class, and film segments were screened in order to augment student understanding and learning. Students worked in groups to determine the meaning of some fairly new to them film set terminology and held an in-class discussion on the types of skills needed to perform such positions in the industry.</p>	<p><b>Enhancement:</b> Given the number of articles that students were asked to read and analyze in class, a small printing budget might help defray the cost of printing these materials. Moreover, a budget for inviting accomplished film/TV professionals to interact with our students is a must for our students' success and would provide fair and equitable access to resources that are otherwise unavailable to most students. (04/09/2018)</p>
<p><b>F/TV92_SLO_2</b> - Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2016-17 2-Fall</p>	<p><b>Other</b> - Students were given various articles to read, and were divided into groups to discuss their findings, as well as to write a narrative reflecting on what they had just learned. Students were also asked to do research on the upcoming guest speakers and compile a list of questions pertaining to each industry professional and their field specialty, such as producing, cinematography, editing, or distribution. Students actively participated in lively discussions with both the instructor and the speakers. Finally, students further engaged in reflecting upon their learning process as they wrote their final essays on the impact that each speaker had had on them and on the</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p><b>Assessment Data Summary:</b> Out of the 33 students enrolled in Fall 2016 quarter, all 33 have been able to successfully analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills. Moreover, students were able to actively engage in active discussion of the feature films screened thereby examining the various aspects of filmmaking craft that each speaker presented with their work. (12/16/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reflection: Students gather in groups to perform analysis of articles chosen by the instructor and reflect upon the multifaceted process of making a feature film. Students have received further clarification on what it takes to produce a long scale project, hire competent crew, budget properly, and lead the project to successful completion.</p>	<p><b>Enhancement:</b> In order to be able to analyze and reflect on the first-hand testimonies from the various working professionals who come to class, a budget for scheduling such film/TV professionals would be necessary to bring them into the classroom, thus allowing students to interact in an informal fashion with these industry professionals while learning from their real-world experiences. (12/16/2016)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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ways in which students could apply their newly acquired knowledge in their own student work in the future.

**Target for Success:** None: First cycle

## F/TV 98G:Fiction Workshop (The Writer, Producer, Director)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV98G_SLO_1</b> - Assumes the role of the writer, producer or director of a television or film project and carry it to completion.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students must work together and write, produce, and direct short films  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 11 students enrolled, 11 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
<p><b>F/TV98G_SLO_2</b> - Demonstrates people and crew interpersonal skills and leadership qualities in working collaboratively on a project.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Students must evaluate each other's performances with peer reviews and critique/feedback sessions  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 11 students enrolled, 11 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>

## F/TV 98H:Fiction Workshop (The Technical Crew)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV98H_SLO_1</b> - Assumes the role of camera, sound or lighting grip on a television or film project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2011-12 4 -Spring  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Students must crew on two short films.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 23 students enrolled, 23 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
<p><b>F/TV98H_SLO_2</b> - Demonstrates people and crew interpersonal skills in working collaboratively on a project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2011-12 4 -Spring  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Other</b> - Students must evaluate each other's performances with peer reviews and critique/feedback sessions.  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 23 students enrolled, 23 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	

## F/TV 98J:Fiction Workshop (Editing/Post Production)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>F/TV98J_SLO_1</b> - Assumes the role of editor on a television or film project.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2011-12 4 -Spring  <b>Outcome Creation Date:</b> 04/18/2014</p>	<p><b>Project</b> - Students must edit all aspects of two short films: sound, video, effects  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 7 students enrolled, 7 received passing grades (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>
<p><b>F/TV98J_SLO_2</b> - Develops a post production plan for a video or film project.  <b>SLO Status:</b> Active</p>	<p><b>Other</b> - Workflow chart and process  <b>Target for Success:</b> None set: First cycle</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Of the 7 students enrolled, 7 received passing grades. (04/20/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While all students passed, I can always do a better job.</p>	<p><b>Enhancement:</b> Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material. (04/20/2014)</p>



# Assessment: Course/Service Four Column



Dept - (CA) Music

## MUSI 10A:Music Fundamentals

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI10A_SLO_1</b> - The successful student will understand and use basic standard notation of pitch and rhythm.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2016-17 2-Fall</p>	<p><b>Exam - Course Test/Quiz</b> - Tests and quizzes and demonstrations of music reading skills  <b>Target for Success:</b> 90% success measured by performance earning a passing grade or higher</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met                      Assessment data compiled from Mid term and final exams. Mid terms showed 100% passing rate among those completing the course, approximately 75% passing the final exam. (03/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although approximately 85% of those students who completed the class passed written the written mid term and final exams, the target was not met .Since is was the current instructor's first time teaching the class, the final may have been a bit on the difficult side, and since demonstrations were not part of exams (but were part of participation and ongoing assessment), this may have skewed the results a bit toward the negative.</p>	<p><b>Enhancement:</b> With experience, the current instructor can fine-tune the exams and demonstrations along with assignments to better match the day to day work done in class. the depth of some exam questions exceeded that of the in-class activities and homework. (03/06/2017)</p>
<p><b>MUSI10A_SLO_2</b> - The successful student will write major and minor scales with and without key signatures.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Written quizzes and tests including scale writing, addition of appropriate accidentals to diatonic scales, writing and recognition of correct key signatures  <b>Target for Success:</b> 90% of students will demonstrate success as indicated by performance at levels earning a passing or higher grade on this objective.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met                      75% of students passed final, all passed mid-term. Scale writing was included on both exams. (03/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While approximately 85% students passed the exams, the scale writing seemed difficult for many. Students were given homework to prepare for this portion of the exam, and while nearly everyone succeeded in completing the assignment, perhaps there was insufficient practice of this material both in and out of class.</p>	<p><b>Enhancement:</b> in future classes, more time will be allotted for practice of scale writing, with immediate feedback. In addition, tests will be more streamlined to better reflect the level of work done in the classroom. (03/06/2017)</p>

# MUSI 12A:Class Piano I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI12A_SLO_1</b> - The successful student will demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - The successful student will perform compositions with accurate execution of pitches for the correct durations asked for in test compositions.  <b>Target for Success:</b> 80% of the students will successfully perform the test compositions.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            95% of the students met the criteria for the test. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> 90% or more of the class found the test/performance a successful and positive experience.</p>	<p><b>Enhancement:</b> Students success more than met the instructor's expectations therefore no enhancements are necessary at this time. (06/20/2016)</p>
<p><b>MUSI12A_SLO_2</b> - The successful student will be able to play major and minor scales up to four sharps and flats with a high degree of accuracy.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students will perform scales with accurate pitches, a steady tempo with correct fingering.  <b>Target for Success:</b> 80% of students will successfully demonstrate the required scales</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            90% of the students demonstrated the required scales successfully. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students success was met for this class.</p>	<p><b>Enhancement:</b> Students successfully met the requirement. No enhancements necessary at this time. (06/20/2016)</p>

## MUSI 12B:Class Piano II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI12B_SLO_1</b> - The successful student will accurately read beginning piano music like selections from J.S. Bach's Anna Magdalena Bach collection, Clementi Sonatinas, and Schumann Album for the Young in both major and minor keys. <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Students performed compositions with accurate pitch, rhythm, dynamics and articulation. <b>Target for Success:</b> 70% of the students will successfully perform test compositions.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017 <b>Target :</b> Target Met 70% of the students performed the test compositions successfully (06/20/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students success was met with high expectations</p>	<p><b>Enhancement:</b> No enhancements necessary at this time as students met the expectations. (06/20/2016)</p>
<p><b>MUSI12B_SLO_2</b> - The successful student will be able to analyze the structure and form of these pieces as well demonstrate a basic understanding of the harmonies and dynamics of the pieces played. <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students will demonstrate and understanding of test compositions with weekly performance. <b>Target for Success:</b> 70% of the students will successfully demonstrate an understanding of the structure, form and harmony of the compositions as well as execute dynamics accurately.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017 <b>Target :</b> Target Met 70% of the students successfully demonstrated the test compositions. (06/20/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target for Success was met with high expectations from the students</p>	<p><b>Enhancement:</b> Target for success met. No enhancements necessary at this time. (06/20/2016)</p>

# MUSI 12C:Class Piano III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI12C_SLO_1</b> - Perform piano solos from memory and music scores.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Performance of solo composition for classroom audience.  <b>Target for Success:</b> 70% of students will successfully perform solo compositions for the classroom audience.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            90% of the students successfully demonstrated solo compositions for the classroom audience. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student success may be increased with more classroom performance opportunities</p>	<p><b>Enhancement:</b> Allow more classroom time for more performance opportunities (06/20/2016)</p>
<p><b>MUSI12C_SLO_2</b> - Develop an advanced understanding of form, harmony and dynamics.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Student will perform solo compositions for the instructor demonstrating an understanding the form, harmony and dynamics of the studied compositions  <b>Target for Success:</b> 70% of the students will Successfully demonstrate the studied compositions</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            70% of the students successfully demonstrated an understanding of form, harmony and dynamics of studied compositions (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> students met the Target for Success.</p>	<p><b>Enhancement:</b> Target for Success was met. No enhancements necessary at this time (06/20/2016)</p>

# MUSI 13A:Beginning Singing I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI13A_SLO_1</b> - The successful student will demonstrate proper beginning level technique: breathing, support, and placement  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - student performs solo art song in front of class  <b>Target for Success:</b> 90%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            In the evening class, which meets once per week, the success rate has been about 75%. In the morning class, which meets three times per week, the success rate has been about 70% (03/08/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> It is difficult to monitor individual daily progress in a large classroom situation. I plan to reconfigure the class time to include more frequent evaluations and practice sessions</p>	<p><b>Enhancement:</b> I plan to offer more evaluation sessions and more opportunities for one on one work with students (03/08/2017)  <b>Enhancement:</b> I am offering more performance opportunities for students. I am also monitoring student success and offering more one on one time. (03/08/2017)  <b>Enhancement:</b> encourage students to perform self evaluations by using "smart phone" technology to record themselves (03/08/2017)</p>
<p><b>MUSI13A_SLO_2</b> - The successful student will develop solo singing repertoire (primarily Italian).  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Presentation (posture, memorization, expressive singing); Tone (quality, intonation); Musicality (correct notes, rhythms, diction, dynamics)  <b>Target for Success:</b> 80% will successfully complete performance in order to advance</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of students met the requirements for all areas except memorization, where 50% were successful. (03/08/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All students have met most of these requirements. Memorization is the one which needs more work.  <hr/> <b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Not Met            70% performed successfully (04/08/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> the most beginning students passed at about 50% rate. The more advanced students showed more serious effort (in general). Some advanced students mentored beginning students.</p>	<p><b>Enhancement:</b> Regularly check memorization of smaller amounts of music until student has learned the entire song (03/08/2017)  <hr/> <b>Enhancement:</b> develop buddy system; sing duets! (04/08/2014)</p>

# MUSI 13B:Beginning Singing II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI13B_SLO_1</b> - The successful student will develop control of all basic vowels and consonant sounds.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - students read song text in the original language. Attention to proper diction rules expected.  <b>Target for Success:</b> 90%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            In this area only about 70% of students are successful (03/08/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> It is difficult for students, from Far East nations, to adjust to western language diction placement. Younger students have an easier time adjusting their dialect than older students.</p>	<p><b>Enhancement:</b> Students can use "smart-phone" technology to record instructor demonstrating proper diction (03/08/2017)</p>
<p><b>MUSI13B_SLO_2</b> - The successful student will continue to develop singing repertoire in a variety of languages (primarily Italian, German, French and English).  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - In-class performances demonstrate mastery of the languages  <b>Target for Success:</b> 90%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            95% of students are usually able to perform midterms and finals (03/09/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Most students are successful in this area. Students who are returning for 2nd and 3rd quarter vocal music instruction, generally, have very high success rates. They tend to be more serious and better with their time management.</p>	<p><b>Enhancement:</b> Advanced students may work with beginning students in order to develop leadership skills, thereby increasing the chances of Music 13B students successfully completing performances (03/09/2017)</p>

# MUSI 13C:Beginning Singing III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI13C_SLO_1</b> - Master basic techniques of vocal production  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - student performs multiple solo song styles in front of class and in recital  <b>Target for Success:</b> 90%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            In this area 100% of students master basic vocal techniques. Without basic mastery, students would not be able to reach third quarter of study. (03/09/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students reaching Music 13C are strong and dedicated. Some still have difficulty with basic rhythms and with diction</p>	<p><b>Enhancement:</b> give specific students individual assignments pertaining to their area of need. (03/09/2017)</p>
<p><b>MUSI13C_SLO_2</b> - Continue to develop singing repertoire in a variety of styles and languages  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - 1. Presentation (posture, memorization, expressive singing); 2. Tone (quality, intonation); Musicality 3. (correct notes, rhythms, diction, dynamics) (Active)  <b>Target for Success:</b> 95%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            100% of students master 80% of criteria mentioned (03/09/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Main problem areas are: rhythm, diction and memorization</p>	

# MUSI 14A:Classical Guitar I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI14A_SLO_1</b> - Successful students will be able to identify notes and rhythms, and play in the first position of all six strings at a beginning level. <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Final Performance exam <b>Target for Success:</b> 80% of students will be able to perform selected pieces at 85% accuracy</p>	<p><b>Program Review Reporting Year:</b> 2016-2017 <b>Target :</b> Target Met 82% of students present at the final exam performed at 80% or higher. (04/06/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The pedagogy employed in this class has proven quite successful in preparing students for more advanced study of classical guitar. Getting students to practice regularly and well is an ongoing issue. The use of the "Practice checklist" this quarter seemed to result in marginal, if any, gains in terms of students actually following the guidelines faithfully and on a daily basis.</p>	<p><b>Enhancement:</b> Beginning Fall 2016, a new textbook will be used. However, the current trend of forcing the combination of multiple levels of instruction generally results in fewer students completing the course, and lower levels of achievement. (04/06/2016)</p>
<p><b>MUSI14A_SLO_2</b> - Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, single line melodies and chords. <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Final demonstration/performance exam <b>Target for Success:</b> 80% of students will successfully use proper techniques to perform selected studies.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017 <b>Target :</b> Target Met 82% of students who took the final exam were able to demonstrate right and left hand technique properly during performance of exam studies. (04/06/2016) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Technique is one of the most elusive aspects of classical guitar playing, especially in a classroom setting. The instructor has posted videos, and uses a webcam in the classroom to project images of his hands onto the screen; he also continually adjusts hand positions of students during the lab portions fo the class. Some combination of innate body awareness, mirroring ability, motivation, and amount/quality of practice time determine the strength of students' technique at this level. Emphasis on technique at even the beginning level has resulted in better outcomes than many other classroom guitar courses.</p>	<p><b>Enhancement:</b> The expanded use of projected images, and instructional videos, may produce marginally higher outcomes, but as class levels are more and more comingled, improvement is less likely. (04/06/2016)</p>



# MUSI 14B:Classical Guitar II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI14B_SLO_1</b> - Successful students will be able to identify notes and play in the first position music appropriate to second-term study.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Ongoing Daily assessment as well as midterm and final exams, or selected repertoire, studies, and sight-reading exercises.  <b>Target for Success:</b> 80% of students completing the course will successfully play the selected music and exercises</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            All students completing the course achieved at least 80% on performance exams; the levels of achievement were widely varied, however, from perfect performances to slightly faltering, generally tracking musical experience, motivation, and to a certain extent, age (04/16/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> By and large, teaching and testing are appropriate for the multi-level classroom environment. Accountability has been increased in recent years by incorporating short written and playing exercises in addition to the studies in the primary textbook.</p>	<p><b>Enhancement:</b> With the current auxiliary text now out of print, an opportunity to reassess the short written and practice exercises. Instructor Dunn has continued to write exercises tailored to his own teaching style, and will consider whether these are a good replacement for published materials. (04/16/2016)</p>
<p><b>MUSI14B_SLO_2</b> - Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, arpeggios and multi-part music at a level appropriate to second-term study.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Daily, ongoing assessment, as well as mid term and final demonstration exams  <b>Target for Success:</b> 80% of students completing the course will demonstrate understanding of the techniques above</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Over 90% of students demonstrated appropriate technique on the mid-term and final exams. (04/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students who enroll in Guitar II are generally fairly motivated, and practice adequately, and success levels are high. Unsuccessful students generally have some sort of disruption in their lives that gets in the way of fulfilling requirements or practicing adequately. When Guitar II is combined with III/IV, as opposed to I/II, success rates are generally higher, since basic note reading and technique are already learned.</p>	<p><b>Enhancement:</b> The approach employed is highly successful, with student accountability kept at a high level. Enhancements would be possible with paid tutorial staff. (04/06/2016)</p>

# MUSI 14C:Classical Guitar III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI14C_SLO_1</b> - Successful students will demonstrate a variety of techniques for playing the classical guitar repertoire at an appropriate level for third-term study, such as Arpeggios with complex finger patterns and accentuation of melody within arpeggio. <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Mid-term and final performance exams <b>Target for Success:</b> 85% of students will perform satisfactorily on performance exams</p>	<p><b>Program Review Reporting Year:</b> 2014-2015 <b>Target :</b> Target Met All students passed both mid-term and final playing exams (03/06/2017) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students at this level are motivated, so it's not surprising that all passed the exams. The materials chosen for repertoire give students some choice and flexibility while still developing the technical skills described in the SLO. This has proven effective over the years. Some students are, however, affected by performance anxiety to the point of panic when placed in solo performance situations.</p>	<p><b>Enhancement:</b> The final exam has been a performance in front of the class. This method, while providing an exhilarating experience for some, causes performance panic in others. In future classes, there will be a greater emphasis on the optional nature of solo performance for exams. (03/06/2017)</p>
<p><b>MUSI14C_SLO_2</b> - Successful students will demonstrate knowledge of music fundamentals as they relate to the guitar, such as Identifying key signatures; identifying and demonstrating advanced notated rhythms; demonstrating knowledge of the guitar fingerboard in first through third positions. <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Written tests/quizzes <b>Target for Success:</b> 85 percent will perform satisfactorily on written tests</p>	<p><b>Program Review Reporting Year:</b> 2015-2016 <b>Target :</b> Target Met 100% of students present passed exams (03/06/2017) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Written portion of exams consisted of pages from a workbook that were turned in. A better metric might be a traditional written test, though this could be difficult during mid-terms given the short timeframe, usually dominated by demonstrations of material.</p>	<p><b>Enhancement:</b> The instructor will experiment with in-class written tests, perhaps splitting up the exam over two class periods. (03/06/2017)</p>

# MUSI 14D:Classical Guitar IV

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI14D_SLO_1</b> - Successful students will demonstrate technical ability for playing the classical guitar repertoire appropriate for fourth-term study, such as increased dynamic control, accuracy and speed.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - mid-term and final performance exams/demonstrations  <b>Target for Success:</b> 85% of students will perform with satisfactory accuracy</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            100% of students who took the tests performed satisfactorily. Given the small number of students in this section, and their motivation at this level, this is not surprising. (03/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Performance exams consist of students performing solo or in small ensembles. In the quarter of assessment, there were three students in this level. All were highly motivated, learned quickly in the class, and excelled in the demonstrations.</p>	<p><b>Enhancement:</b> At this time, given the nature of this multi-level class, the test results support the current methodology. For students for whom performance anxiety is a major concert, options for playing privately, rather than in front of the class, can be explored.            (03/06/2017)</p>
<p><b>MUSI14D_SLO_2</b> - Successful students will demonstrate knowledge of music fundamentals as they relate to the guitar, such as Identifying key signatures; identifying and demonstrating advanced notated rhythms; demonstrating knowledge of the guitar fingerboard in second through fifth positions and the ability to sight read easy exercises and pieces in the first position.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Exam - Course Test/Quiz</b> - mid-term and final written tests  <b>Target for Success:</b> 85% of students will succeed in written exams</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            During this quarter, written quizzes were "take home," with students completing exercises from a sight reading/fundamentals workbook, and performance tests on this material being done during mid-term exams.            (03/22/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In some quarters, students have been given written exams during test days. In most recent iterations of the class, the workbook "take home" model seems to be working well; students complete written work with performance tests of the material whereby they demonstrate knowledge. Generally, students who complete the worksheets have very good comprehension of the material, especially at this more advanced level of the class, when they are quite motivated to improve.</p>	<p><b>Enhancement:</b> If any changes were to be instituted, it would be to include written quizzes based on take-home work, but not exactly replicating it. Currently, students' motivation at this level seem to make this unnecessary.            (03/22/2017)</p>

# MUSI 15A:Guitar Ensemble I

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

### **Musi 15A Guitar Ensemble I \_SLO\_1 -**

The successful student will learn, rehearse, and publicly perform selected repertoire from the Guitar Orchestra and ensemble literature found in various time periods from the Renaissance Era to the present.

**SLO Status:** Active

**Outcome Creation Date:** 09/01/2010

### **Musi 15A Guitar Ensemble I \_SLO\_2 -**

Successful students will perform ensemble repertoire and/or accompaniment parts appropriate for first-term study using proper techniques

**SLO Status:** Active

**Outcome Creation Date:** 11/15/2009

**Outcome Inactive Date:** 09/23/2013

# MUSI 15B:Guitar Ensemble II

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

### **Musi 15B Guitar Ensemble II \_SLO\_1**

- The successful student will learn, rehearse, and publicly perform selected repertoire from the Guitar Orchestra and ensemble literature found in various time periods from the Renaissance Era to the present.

**SLO Status:** Course Not Currently Taught

### **Musi 15B Guitar Ensemble I I \_SLO\_2**

- The successful student will participate in the art of performing in a guitar ensemble by demonstrating correct technique, phrasing, balance, dynamics, and tone quality.

**SLO Status:** Course Not Currently Taught

# MUSI 16:Jazz, Blues and Popular Guitar

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**MUSI16\_SLO\_1** - Successful students will perform songs in jazz, blues, and popular music forms applying basic jazz scale forms and chord voicings.

**SLO Status:** Archived SLO Statement

**MUSI16\_SLO\_2** - Successful students will demonstrate appropriate technique for performing both lead and accompaniment.

**SLO Status:** Archived SLO Statement

# MUSI 16A: Beginning Acoustic Guitar

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI16A_SLO_1</b> - Successful students will be able to perform several chord progressions in different keys using both strumming and fingerstyle techniques</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p> <p><b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Demonstrate chords and chord progressions during in-class assessment and in group performance exam settings</p> <p><b>Target for Success:</b> 80% -- benchmark assessment</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>90% of students who were present at exams scored 85% or better on the final exam. (12/07/2015)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While students met targets for success, the material clearly moved very quickly for some. Determining the level of time spent on assignments is often difficult, especially when working with students of diverse ages and musical backgrounds. Group tests clearly help with performance anxiety and make testing work within a limited timeframe, but also make assessment more difficult.</p>	<p><b>Enhancement:</b> The methodology is clearly working well at the present time; as the class becomes intermingled with 16B in the Winter and Spring quarters, further reflection may be necessary. (12/07/2015)</p> <p><b>Follow-Up:</b> With the class now intermingled, and with a growing number of students enrolling in 16B, the problems associated with mixed-level instruction on guitar are becoming apparent: students are left to practice on their own for longer periods of time, proficiency is slightly lower, and in Winter quarter, retention levels were lower. (04/16/2016)</p>

# MUSI 16B:Jazz, Blues and Popular Guitar

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI16B_SLO_1</b> - Successful students will perform songs in jazz, blues, and popular music forms, applying basic jazz scale forms.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Ongoing, daily assessment of progress, midterm exam(s) and final exam  <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Over 80% of students received a B or higher average on demonstration exams requiring rhythmic accuracy, ability to play chord progressions, and solo using the required scales. (04/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While most students were able to perform at reasonable tempos, some were hindered by performance anxiety, as well as age-related technical issues. Introducing more concepts and techniques earlier in the quarter in small "doses" might help to build skills more reliably.</p>	<p><b>Enhancement:</b> Introduce modal scales earlier in the quarter, as well as certain musical styles, moveable chords, and finger-style techniques. Use short exercises as building blocks to longer studies and songs. (04/06/2016)  <b>Follow-Up:</b> assess how well early introduction of elements named above helped student to obtain a higher level of skill (06/25/2016)</p>
<p><b>MUSI16B_SLO_2</b> - Successful students will demonstrate appropriate technique for performing both lead and accompaniment.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Daily assessment of progress, midterm exams(s) and final exam  <b>Target for Success:</b> benchmark assessment: 80% of students will be able to play both lead and accompaniment in each style studied</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            80% of students were able to use proper techniques for soloing and accompanying one another (04/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While the target as met, some students suffered from performance anxiety and/or age related physical limitations that impeded their technical demonstration. Finding adequate time for working on this skill in the classroom is a challenge, especially multi-level classes that are taught.</p>	<p><b>Enhancement:</b> As concepts and techniques are added earlier in the quarter, hopefully skills and confidence will increase in the solo and accompaniment areas as well. (04/06/2016)</p>



# MUSI 18A:Intermediate Piano I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI18A_SLO_1</b> - The student will demonstrate accurate piano technique on major and minor scales, given arpeggios, and major, minor and primary triads in root position.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Student will demonstrate on the piano keyboard: scales, arpeggios and root position triads.  <b>Target for Success:</b> 70% of students will demonstrate major and minor scales, arpeggios and major/ minor triads.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of the students demonstration of scales, arpeggios, and root position triads for instructor accurately. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student had years of previous training before taking course.</p>	<p><b>Enhancement:</b> The Target was met. No enhancements necessary at this point. (06/20/2016)</p>
<p><b>MUSI18A_SLO_2</b> - The student will demonstrate a more advanced understanding of interpretation and historical contexts of Baroque and Classical piano literature.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - Performance for classroom audience or general audience. Compositions would come from the standard Baroque and Classical piano literature.  <b>Target for Success:</b> 70% of the students demonstrating an advanced understanding of the solo piano compositions within historical context.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of the students successfully demonstrated the solo compositions with historical context. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> enrolled student has years of previous instruction. Target met</p>	<p><b>Enhancement:</b> Target was met. Enhancements not necessary at this point in time. (06/20/2016)</p>

## MUSI 18B:Intermediate Piano II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI18B_SLO_1</b> - The student will demonstrate accurate piano technique on chromatic scales, given arpeggios, and dominant seventh chords in all keys.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Students will perform scales, arpeggios for the instructor.  <b>Target for Success:</b> 75% of the students will successfully demonstrate the required technique</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of the students successfully demonstrated the required technique. (06/23/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Target was met. Students were highly motivated and disciplined</p>	<p><b>Enhancement:</b> Target met. Enhancements to necessary (06/23/2016)</p>
<p><b>MUSI18B_SLO_2</b> - The student will demonstrate a more advanced understanding of interpretation and historical contexts of Romantic and 20th Century piano literature.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - Students will perform for the classroom audience with the appropriate interpretation within each historical context  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students performed with 100% success. (06/23/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students were highly motivated and disciplined</p>	<p><b>Enhancement:</b> Target met. enhancement not necessary at this time. (06/23/2016)</p>

# MUSI 18C:Intermediate Piano III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI18C_SLO_1</b> - The student will demonstrate accurate piano technique on whole tone and diminished scales, Arpeggios on diminished and dominant seventh chords, and diminished and augmented triads in all inversions.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - demonstration on the keyboard for instructor only.  <b>Target for Success:</b> 70% student success expected</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of the students demonstrated the piano technique accurately. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Student enrolled in the course was extremely dedicated and disciplined</p>	<p><b>Enhancement:</b> target met.            Enhancements not necessary at this point in time. (06/20/2016)</p>
<p><b>MUSI18C_SLO_2</b> - The student will demonstrate an advanced understanding of interpretation and historical context of Impressionistic piano literature.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - performance for classroom audience.  <b>Target for Success:</b> 70% of the students will demonstrate and advanced understanding of the literature.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% of the Students successfully performed for the class audience the required literature. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> student was extremely dedicated and disciplined</p>	<p><b>Enhancement:</b> target met.            Enhancements not necessary at this point in time. (06/20/2016)</p>

# MUSI 1A: Introduction to Music: Music in Western Cultures

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI1A_SLO_1</b> - The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 4-Spring  <b>Outcome Creation Date:</b> 04/21/2016</p>	<p><b>Other</b> - A series of listening assignments primarily focuses on students describing observations of recorded music and applying basic music vocabulary to this task. Success on these assignments in terms of grade evaluation and percentage of completion will be assessed.  <b>Target for Success:</b> 80% will pass</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            As evidenced by grades on quizzes, homework assignments, and tests that focus on observation and description of recorded music, approximately 80% of students who complete these assignments do so successfully, where success is indicated by earning passing grades. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students seem to succeed at higher rates when they spend more targeted time working on this subject, both in class and outside of class. Two potential avenues for increasing success in this area include the following.</p> <ol style="list-style-type: none"> <li>1. More classroom activities, collaborative and individual, that provide students with additional opportunities to practice and confirm their skills in this area.</li> <li>2. Use of additional assignments and examples, including audio and visual components.</li> </ol>	
		<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            In general students successfully demonstrate overall success at describing observations of recorded music and applying basic music vocabulary to this task on a series of "listening assignments." (09/21/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> It is sometimes apparent that not all students are necessarily listening carefully to the musical examples upon which the assignments are based. In some cases, it appears that students who are attempting to save money on text and materials are not acquiring the recordings that</p>	<p><b>Enhancement:</b> Regarding listening assignments and attention to obtaining, using, and engaging the recorded music component of required course materials: Some checks on whether or not students have these materials during week one are useful and seem to have decreased the number of students without these materials. Allowing students to use the previous edition of the text and recordings has somewhat lowered cost barriers (09/21/2012)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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accompany the text. In a few cases some students who are not allocating sufficient time to these assignments or who may not have the recordings appear to be offering superficial answers or answers based entirely on reading but without listening.

**Follow-Up:** Several strategies were employed in recent quarter which improved success in this area. Instructor followed up individually with students who early on demonstrated a pattern of not completing weekly assignments. Some opportunities were made available for re-doing missed assignments and those on which low performance was observed. Text and recorded materials have been made available via the library, and students are permitted to use earlier editions of the text, which are often available at lower cost. (06/20/2016)

**MUSI1A\_SLO\_2** - The successful student will recognize individual instruments and voices and the various ensembles in which they are used.  
**SLO Status:** Active  
**Planned Assessment Quarters:** 2015-16 4-Spring  
**Outcome Creation Date:** 04/21/2016

**Exam - Course Test/Quiz** - Quizzes and tests require students to identify instruments and ensembles by their descriptions and by sound.  
**Target for Success:** 90% (This is a benchmark assessment)

**Program Review Reporting Year:** 2015-2016  
**Target :** Target Not Met  
 Perhaps 80% of students successfully accomplish this objective on tests, homework, and quizzes. (06/20/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** It may be unreasonable to expect a 90% success rate on this outcome given the number of students who are not doing assignments or spending sufficient time studying and practicing. It may be possible to improve the outcome by devoting additional class time to drills and practice on this subject, though this may have negative effects on other skills.

# MUSI 1B: Introduction to Music: Jazz Styles

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI1B_SLO_1</b> - The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - A music terminology exam is given each quarter</p> <p><b>Target for Success:</b> 80% of students will demonstrate the skills needed to earn passing grade on this exam.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>85% of students passed the exam (06/20/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The majority of students passed the exam. Further, students have demonstrated an enhanced understanding of musical terminology on assignments and in-class dialogue and group projects after this exam.</p>	<p><b>Enhancement:</b> Students could be better prepared for the exam if musical terms are presented at the start of the quarter; this would allow students to keep track of terms that will be on the exam as the class progresses. Terms could more regularly be included in quizzes, or there could be terminology quizzes in addition to or instead of existing quizzes. (06/20/2016)</p>
<p><b>MUSI1B_SLO_2</b> - The successful student will recognize individual instruments and voices and the various ensembles in which they are used.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Other</b> - Listening assignments are given throughout the quarter. Through these listening assignments, students learn about instruments and their roles in the context of discovering new musical styles (and their instrumentation) as well as historic artists (and their instruments).</p> <p><b>Target for Success:</b> 80% of students should complete at least 5/8 assignments with passing scores</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>85% of students completed at least 5/8 assignments and earned a passing grade (06/20/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Listening assignments could be better streamlined to ask more specific questions rather than big-picture, open-ended questions.</p>	<p><b>Enhancement:</b> Assignments can be streamlined to ask a higher number of short, specific questions rather than longer and more open-ended questions. By being more specific, the student can more easily determine what the instructor is looking for. This may also make the course material more friendly to ESL students. (06/20/2016)</p>

# MUSI 1C: Introduction to Music: World Music in America

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI1C_SLO_1</b> - The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> TBD  <b>Outcome Creation Date:</b> 06/20/2016</p>	<p><b>Project</b> - Students complete a concert report and listening logs requiring use of proper terminology.  <b>Target for Success:</b> 80% of students completing assignments will employ correct terminology in descriptions of music.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Of the 29 students who competed the class, 22 passed the listening assignments overall, and 23 passed the concert reports. Those that did not pass, by and large, failed to turn in either the concert report, or enough of the assignments to earn a passing score. Those that did turn in assignments showed competence in using terminology correctly. (03/06/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Creating assignments that enable students to use music terminology can be challenging, partly because while students might understand the terms and concepts, hearing them in real time at a live event is another order of magnitude more difficult. Listening assignments allow them to see descriptions of the music and get practice using the terms, but it is often difficult to know how well they understand or can hear them in a musical context.  <b>Related Documents:</b>  <a href="#">Music 1C assignments grades Fall 16.pdf</a></p>	<p><b>Enhancement:</b> the instructor has experimented with collaborative learning for practice in hearing and applying musical terms with decent results. Developing exercises to give students more practice during class might help with not only the understanding of these terms, but in greater compliance with turning in assignments. Of course, this generally comes at the expense of lecture, thus it's a delicate balance. (03/06/2017)</p>
<p><b>MUSI1C_SLO_2</b> - The successful student will recognize individual instruments and voices and the various ensembles in which they are used.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Tests and quizzes assessing ability to recognize instruments, voices, and ensembles  <b>Target for Success:</b> 80% of students will pass</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Data collected for mid0term and final exam show that while target is met, wide divergence of students' abilities to correctly identify ensembles, their instruments, and genres exists. (03/22/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Discussions around students' abilities to learn and retain this information have shown that this is a common issue across the "Introduction to Music" spectrum. Various approaches to addressing this issue have been tried, but each seems to reflect the need for students to immerse themselves in the recorded material outside of class, both before and after hearing selections in class.</p>	<p><b>Enhancement:</b> The instructor has experimented with various approaches to exercises to engage students during playing of recorded materials, with good success. In addition, Listening Assignments are generally part of the requirements for the class. The instructor continues to vary the assignments to encourage active listening to the recordings while studying the textbook. A new textbook is now being used that has listening guides in alignment with the goals of Listening Assignments.</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

(03/22/2017)



# MUSI 1D: Introduction to Music: Rock - from Roots to Rap

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI1D_SLO_1</b> - The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Tests and quizzes on which students employ a basic vocabulary of common music terms to describe observations of recorded and live music</p> <p><b>Target for Success:</b> 80% of students will succeed.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were assessed on 10 separate chapter quizzes and one final examination. One third of the questions reflected an assessment of the common music terms used to describe observations. (03/13/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The target for at least 80% of students employing a basic vocabulary of common music terms was met by the final examination.</p>	<p><b>Enhancement:</b> Starting fall quarter the class participated in small group and then classroom discussion about listening examples documented with in-class journals. Instructor will use the activity for future classes (03/13/2017)</p>
<p><b>MUSI1D_SLO_2</b> - The successful student will recognize individual instruments and voices and the various ensembles in which they are used.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Tests and quizzes assessing students ability to recognize individual instruments and voices and the various ensembles in which they are used</p> <p><b>Target for Success:</b> 80% of students will succeed</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were assessed with 10 chapter quizzes on the various instruments and voices pertaining to various ensembles. Each chapter focused on instruments and voices specifically related to each chapter (03/13/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students were specifically quizzed on listening examples pertaining to the instruments and voices specific to each chapter of the text.</p>	<p><b>Enhancement:</b> During the fall quarter the instructor used listening activities followed by group and classroom discussions to assess various instruments and voices. The small group discussions were an effective learning tool. The instructor will continue to use this activity in the future. (03/13/2017)</p>

# MUSI 20:De Anza Chorale

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI20_SLO_1</b> - Students will demonstrate skills learned in class, such as proper vocal technique and correct notes and rhythms, that are critical to a successful chorale performance.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2012-13 3-Winter</p> <p><b>Outcome Creation Date:</b> 04/23/2014</p>	<p><b>Demonstration</b> - students will sing in small groups to demonstrate mastery of material</p> <p><b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Not Met</p> <p>Most students are able to hold their vocal part against three or four other singers singing harmony parts. In some cases, two students on each part, guaranteed success. (03/08/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While most students were able to learn their music and sing beautifully, using good vocal technique and sensitive musicianship, most of them have done this using rote repetition. Little time is devoted to developing musicianship and sight reading skills. This can also be observed when a singer forgets where they are in the music and has a difficult time returning to their part.</p>	<p><b>Enhancement:</b> Special rotating section rehearsals are designed to give singers more confidence with their vocal parts (03/08/2017)</p>
<p><b>MUSI20_SLO_2</b> - Students perform major choral works with orchestra.</p>	<p><b>Presentation/Performance</b> - students will perform, on full stage, as part of large chorus and orchestra, singing major works</p> <p><b>Target for Success:</b> 95%</p>		

# MUSI 21:Vintage Singers

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI21_SLO_1</b> - Create accurate rehearsal technique in group singing.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - students perform in quartets in front of the class  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Over the past few years the total percentage of successful students has dropped to about 90% (03/08/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> students in this class are auditioned and expected to work at a high level; yet declining enrollment numbers force instructors to admit students into the class who are not quite ready for the advanced material. This weakens the overall group.</p>	<p><b>Enhancement:</b> Allow minimum number of students in class to be 12 in order to guarantee the highest quality possible. (03/09/2017)</p>
<p><b>MUSI21_SLO_2</b> - To recognize traditional, contemporary and experimental choral music notations.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - students individually answer questions related to music theory and notation.  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Not Met            Unfortunately, this area has been somewhat neglected and the success rate is rather low - around 50% (03/09/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> students have difficulty, in particular, with understanding and properly executing rhythmic values</p>	<p><b>Enhancement:</b> Some sort of online tool to help singers with rhythm would be helpful (03/09/2017)</p>

## MUSI 22:Early Music Study and Performance

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI22_SLO_1</b> - Create accurate rehearsal techniques in group singing  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Singers and players show mastery of material  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            100% (03/08/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> students in this class are serious and practice their music and have had prior choral experience</p>	<p><b>Enhancement:</b> continued collaboration with the De Anza Chamber Orchestra is vital to the success of preserving performances of early music (03/09/2017)</p>
<p><b>MUSI22_SLO_2</b> - To recognize traditional and early music notations  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - students show mastery of material  <b>Target for Success:</b> 100%</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students in the class are all able to perform showing mastery of material (03/09/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students in this class are generally very serious about practicing and performing at a high level</p>	<p><b>Enhancement:</b> I would love to teach Gregorian Chant as well as perform music of the Middle Ages (03/09/2017)</p>

# MUSI 25:Applied Music

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI25_SLO_1</b> - The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Demonstration</b> - Mid-term performances, a final Jury performance, and participation in student recital  <b>Target for Success:</b> 80% of students will show improvement in performance poise and stage presence</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            While there was a vast range of both technical ability and performance poise, all but one student showed some improvement in the student recital, the jury, or both. The student who did not show improvement was in the process of reworking his technique to such an extent that he was unable to perform appropriate repertoire (04/16/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Faculty have differing opinions on standards of performance, as well as the organization of the course, recital, and jury performance. It is generally agreed that certain aspects of the class can be improved upon, including expectations for performance, as well as how to best serve students with performance anxiety</p>	<p><b>Enhancement:</b> For spring quarter, students will be asked to perform in class more often, and depending on the level of poise that students attain, a determination as to whether students will be required to perform in one or both of the recital/jury, with alternatives devised for those whose anxiety is debilitating. In addition, the jury will be altered to include only faculty, with students having individual appointments for their jury. (04/16/2016)</p>
		<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            All students showed improvement in performance poise in the Winter student recital and/or the jury final performance exam (04/06/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While students showed improvement in performing skills, some were debilitated by performance anxiety during in-class performances, the student recital, or the jury performance. While many performance strategies and exercises are presented in class, more experience performing in front of audiences is important to incorporate into their training.</p>	<p><b>Enhancement:</b> Provide more performing opportunities during the course of the quarter, assess how best to help students grow in performance situations (04/08/2016)</p>
<p><b>MUSI25_SLO_2</b> - The successful student will demonstrate acquired musical skills through final public performance.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 08/24/2015</p>	<p><b>Presentation/Performance</b> - Students perform in a faculty jury final and in most cases, a student recital each quarter. Lesson providers are present and assess progress made throughout the term.  <b>Target for Success:</b> 85% will perform at levels that demonstrate improvement from the start of the</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            87% of the 8 students enrolled demonstrated improvement in technical or musical skills. (04/18/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Faculty confer during jury performances to assess student progress and plans for improvement of the course and its organization. We noted the discrepancy in performing for different contexts for some students, and ways to better address the</p>	<p><b>Enhancement:</b> Change from juries with students in attendance to scheduled individual appointments. We will determine whether students should be given alternate means for evaluating progress, and use the lecture part of the class to allow students to perform more often in "low</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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quarter

needs of students with debilitating performance anxiety.

stakes" situations. (04/18/2016)

# MUSI 31:Chamber Orchestra

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI31_SLO_1</b> - The successful student will sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 4-Spring</p>	<p><b>Presentation/Performance -</b> Evaluation of sight reading, rehearsal technique, and publicly performance selected repertoire performance during rehearsals and performances</p> <p><b>Target for Success:</b> 90% (Benchmark)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met 95% of the students met the criteria. (06/23/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> As a community orchestra the students have different levels of experience and talent and the music studied is sometimes difficult for those with less experience.</p>	<p><b>Enhancement:</b> This model is working but even though we work as a class and ensemble individual students need individual help and guidance in regards to practice and challenges of the music studied in class. More one on one time is needed. (06/23/2016)</p>
<p><b>MUSI31_SLO_2</b> - The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance -</b> Demonstration of competence at increasing levels of correct intonation, phrasing, balance, dynamics, and tone quality in rehearsal and performance</p> <p><b>Target for Success:</b> 90% (Benchmark)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met 90% met the criteria for the SLO. (06/23/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students in general were very receptive to direction on phrasing, dynamics, balance and intonation. A few students were not at a high enough technical level to easily correct these finer points.</p>	<p><b>Enhancement:</b> This model is working but even though we work as a class and ensemble individual students need individual help and guidance in regards to practice and challenges of the music studied in class. More one on one time is needed to give tips on homework or in this case students practice work flow. (06/23/2016)</p>

# MUSI 32A:Jazz Solo Voice

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**MUSI32A\_SLO\_1** - Demonstrate effective singing techniques using microphone

**SLO Status:** Active\_Pending\_Revision

**MUSI32A\_SLO\_2** - Demonstrate effective use of a variety of jazz vocal techniques

**SLO Status:** Active\_Pending\_Revision



## MUSI 32B:Jazz Solo Voice II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI32B_SLO_1</b> - Students will develop repertory of vocal jazz works. <b>SLO Status:</b> Active <b>Outcome Creation Date:</b> 02/11/2018</p> <hr/> <p><b>MUSI32B_SLO_2</b> - Students will learn professional performance skills. <b>SLO Status:</b> Active <b>Outcome Creation Date:</b> 02/11/2018</p>			

# MUSI 34:Jazz Ensemble

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI34_SLO_1</b> - The successful student will sight read, rehearse, and publicly perform selected repertoire from the Big Band literature found in various time periods from the Swing Era to the present.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students shall demonstrate in sectionals and full rehearsal the ability to correctly interpret the varied styles required of the big band repertoire.</p> <p><b>Target for Success:</b> 95% should succeed at improving their skills interpreting big band music.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met approximately 95% were successful. (12/18/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> a small percentage of students who struggle with rhythm find it difficult to perform pieces at tempo</p>	<p><b>Enhancement:</b> Students will benefit from analyzing rhythms in sectional work. (12/18/2017)</p>
<p><b>MUSI34_SLO_2</b> - The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Rehearsal techniques shall require the student to successfully recognize and perform the above musical elements.</p> <p><b>Target for Success:</b> 95% should exhibit improved skills on their instruments.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met All students participated and improved in the above musical elements (12/18/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> There is a wide level of experience in college ensemble classes, and yet most students made progress in towards accurate interpretation.</p>	<p><b>Enhancement:</b> An increase in sectional work will strengthen listening skill, as well as assigning listening to recordings of professional level ensembles. (12/18/2017)</p>

## MUSI 3A:Comprehensive Musicianship (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI3A_SLO_1</b> - The successful student will demonstrate knowledge of notation and scales by being able to notate all diatonic modes and standard diatonic mode variants from a given key and mode name.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Given the name of a mode and a home tone, the student will notate an octave's worth of the appropriate pitches without a key signature.  <b>Target for Success:</b> 90% correct pitches since this skill is fundamental to multiple higher level skills</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Not Met            Approximately 80% of students reached the target level (01/26/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students who were previously taught the relative system of mode creation and identification or who do not pay enough attention to the textbook's presentation of the parallel system typically are slower and more error prone than others.</p>	<p><b>Enhancement:</b> Increase the amount of in class demonstrations by the students and shift the balance of presenting relative and parallel methods in the direction of parallel. (01/26/2018)</p>
<p><b>MUSI3A_SLO_2</b> - The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a preponderance of conjunct motion.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Given a piece from the sight singing book for the course, the student names the key, is given the home tone, selects a tempo, and sings all the pitches and durations notated  <b>Target for Success:</b> 65-80% depending on the difficulty within the assigned range of melodies (i.e. some pieces are longer at the same difficulty or are clearly more difficult on the same page)</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            The target success rate was met, at a level of about 70%. (01/26/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The majority of students were successful, especially with purely conjunct motion. Success rate started to drop off with the introduction of leaps.</p>	<p><b>Enhancement:</b> Spend more time on leaps during practice to increase the success level of the sight singing of those portions of the melody. Also, ensure that no more than 20 students are in the in-class sight singing practices at a time so that the instructor can better assess how well individual students are performing. (01/26/2018)</p>

# MUSI 3B:Comprehensive Musicianship

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI3B_SLO_1</b> - The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions in writing short pieces in four parts (SATB) from a given melody, bass line, or chord progression.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - 4-part writing on midterm and final - standard grand staff using the chorale formatting, writing all the appropriate notes in all four voices, finding appropriate harmonies and adding ATB to a given soprano, finding appropriate harmonies and adding ATB to a given bass, or creating SATB by realizing a chord progression given through Roman numerals. The Roman numerals may be simply basic functions (i.e. all listed as root position but with instructions telling the student to add 6 position and required 6/4 position uses) OR may be very specific (e.g. I, V6/4, I6, vi, ii, V-7, I). By the end of the quarter, typically, a variety of non harmonic tone treatments should be included.</p> <p><b>Target for Success:</b> 80% without non harmonic tones, 70% with a wide variety of non harmonic tone treatment types</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>This is really both met and not met. The 80% for without non harmonic tones has been met. However, the 70% for with non harmonic tones has not been met. (04/10/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> We will be changing the balance of assignments and increase the demonstrations of appropriate uses.</p>	
<p><b>MUSI3B_SLO_2</b> - The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Given a piece from the sight singing book for the course, the student names the key, is given the home tone, selects a tempo, and sings all the pitches and durations notated (Active)</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>With varying rates of speed and allowances for several attempts, 90% of students were successful (04/17/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> By and large, we are happy with the results in that average students upon transfer report success on the sight singing portion of transfer exams</p>	<p><b>Enhancement:</b> We are contemplating the possible structure of pedagogy which would allow students to meet the target with fewer attempts and faster tempos (04/17/2018)</p>

# MUSI 3C:Comprehensive Musicianship (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI3C_SLO_1</b> - The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads in root, 6, and 6/4 positions including secondary authentic and modulating functions.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - On midterm and final exams, the student will notate a grand staff, appropriate key signature from instructions, and either invent a chord progression which includes secondary authentic and modulating functions given to be included OR follow a specifically laid out chord progression which includes secondary functions and modulation</p> <p><b>Target for Success:</b> 80% without non harmonic tone treatments and 70% with them</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Most of the elements of this task are negotiated successful by students. (04/17/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> We have come to the conclusion that there is a significant skill level gap between those who can invent a progression suitable for the task and those who feel the need to follow a specifically laid out progression.</p>	<p><b>Enhancement:</b> We will seriously consider whether or not the students as a whole can achieve the target percentages if the exam called for inventing a progression only. (04/17/2018)</p>
<p><b>MUSI3C_SLO_2</b> - The successful student will demonstrate the use of solfeggio in accurate sight singing of melodies containing a balance of disjunct and conjunct motions a) in tempo with all nuances indicated and b) against interfering notes.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Given a melody from an assigned range of pages from the required sight singing text, the student will state the key, be given the home tone, and sing all the pitches and durations at a flexible tempo of their own choosing.</p> <p><b>Target for Success:</b> 65-80% depending on the difficulty within the assigned range of melodies (i.e. some pieces are longer at the same difficulty or are clearly more difficult on the same page)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>All but a few students can do the task if allowed stops and starts and to second chances. (04/17/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Given the variability of examples and the range of tempos used, it is difficult to score the result without running into the problem of a student singing a more difficult example but making more errors.</p>	<p><b>Enhancement:</b> We will be recalculating how many different examples are necessary (i.e. students not able to accurately predict which example they will have to read) and the acceptable variability in tempos. (04/17/2018)</p>

# MUSI 41, U-X:Rehearsal and Performance

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI41_SLO_1</b> - The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance -</b>            Students will be observed in rehearsal throughout the quarter, and/or will present projects for faculty assessment  <b>Target for Success:</b> 85% of students will perform satisfactorily for assessments or performances</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Since Music 41 enrolls very experienced students, success rates approach 100%. (03/09/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Overall, the department is pleased with the outcomes of Music 41 students. What is lacking is repeatability, ,which would not only help the development of students, but help enrollment as well.</p>	<p><b>Enhancement:</b> Students at this level are self motivated, and thus, might be given leadership roles or small groups with which to work. (03/09/2019)</p>
<p><b>MUSI41_SLO_2</b> - The successful student will demonstrate acquired musical skills through final public performance.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance -</b>            Students will perform in a public performance at the end of the quarter  <b>Target for Success:</b> 85% of students will perform at a satisfactory level</p>	<p><b>Program Review Reporting Year:</b> 2018-2019  <b>Target :</b> Target Met            Since Music 41 students are very experienced, they generally meet the performance commitment through their preparation and participation. (03/09/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Music 41 attracts experienced students, who would benefit from repeatability of this course.</p>	<p><b>Enhancement:</b> Students would benefit from repeatability of this course. At this level of experience, students can be encouraged to take leadership roles, and/or act as as assistant conductor in ensembles. (03/09/2019)</p>

# MUSI 41V, W:Rehearsal and Performance

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**MUSI41V\_SLO\_1** - The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.

**SLO Status:** Active

**Outcome Creation Date:** 08/26/2016

**MUSI41V\_SLO\_2** - The successful student will demonstrate acquired musical skills through final public performance.

**SLO Status:** Active

**Outcome Creation Date:** 08/26/2016

# MUSI 42:Symphonic Wind Ensemble

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI42_SLO_1</b> - The successful student will sight read, rehearse, and publicly perform selected repertoire from the Wind Ensemble literature found in various time periods up to the present.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Students will be heard individually on 12 major scales and selected passages from performance repertoire.  <b>Target for Success:</b> 95% of students should be competent in their preparation of performance repertoire.  <b>Comments/Notes:</b> Scales should ultimately be memorized at a challenging tempo.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            95% of the students exhibited substantial improvement of their musical skills. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Performance results for the spring concert were equal or better than my initial expectations.</p>	<p><b>Enhancement:</b> Additional methods and exercises should be employed to enable the performance of more difficult and varied repertoire. (06/20/2016)</p>
<p><b>MUSI42_SLO_2</b> - The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Student shall demonstrate these elements in sectional rehearsals as well as in full rehearsal when called upon.  <b>Target for Success:</b> 95% should be able to demonstrate an audible improvement on selected musical passages.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            95% demonstrated audible improvement on these musical skills. (06/20/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Performance maturity for the ensemble was a vast improvement over initial skill level.</p>	



# MUSI 44A:Composition and Arranging - Level I

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**MUSI44A\_SLO\_1** - The successful student will solve short compositional problems such that a reviewer will have difficulty distinguishing the student's solution from a model solution.

**SLO Status:** Active

**Outcome Creation Date:** 08/24/2015

**MUSI44A\_SLO\_2** - The successful student will be able to detect any and all errors in performance of his or her original composition or arrangement.

**SLO Status:** Active

**Outcome Creation Date:** 08/24/2015

# MUSI 45:Jazz Combos

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI45_SLO_1</b> - The successful student will perform with other students in their combo by demonstrating learned melodies, harmonies, and improvised solos on final performance.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall  <b>Outcome Creation Date:</b> 06/28/2016</p>	<p><b>Demonstration</b> - Students will be demonstrate in rehearsal their ability to improvise using proper phrasing, rhythm, scales and chords on assigned tunes.  <b>Target for Success:</b> 90% of students shall exhibit audible improvement and confidence in their performance skills.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students performed multiple times during the quarter, and universally improved in their performing skills. (12/18/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Smaller combos are able to work on aspects of musicianship through their own discovery process, with input and guidance from the instructor.</p>	<p><b>Enhancement:</b> Students will encouraged to attend live performances of professional level jazz combos to give them a better understanding of small group dynamics improvisation styles (12/18/2017)</p>
<p><b>MUSI45_SLO_2</b> - The successful student will collaborate with other students in their combo by demonstrating agreed style, tempo, articulations, and creative arrangement on final performance.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 2-Fall  <b>Outcome Creation Date:</b> 06/28/2016</p>	<p><b>Demonstration</b> - Students will demonstrate during rehearsal their abilities to interact with their combo members in creating a viable arrangement of assigned tunes.  <b>Target for Success:</b> 90% success in performance improvement.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            All students demonstrated their ability to work collaboratively to create their own interpretations. (12/18/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Small group participation works well to achieve the collaborative goals of a jazz combo.</p>	<p><b>Enhancement:</b> Analysis of jazz combo arrangements would help students define ach instrument's role in small group setting. (12/18/2017)</p>

# MUSI 48A:Jazz Improvisation I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI48A_SLO_1</b> - The student will demonstrate accurate performance of given jazz melodies while observing correct form, introductions, and tag endings.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p> <hr/> <p><b>Demonstration</b> - Students will demonstrate the ability to use accurate methods on assigned tunes in rehearsal. Comparative listening assignments will stress appropriate interpretation. Group collaboration will also involve arranging assigned material.  <b>Target for Success:</b> 90% of students will succeed in exhibiting increased skill and confidence in interpreting small group jazz and improvisation.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            95% of students met or exceeded the target skills. Assessment made through concert performance at the end of the quarter. (01/26/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Through performance students exhibited improvement of theory, listening and technical skills. Students also learn to make basic arrangements of jazz standards.</p>	
<p><b>MUSI48A_SLO_2</b> - The student will demonstrate knowledge of basic scales/modes, chords, patterns and sequences through performance.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Demonstration</b> - The successful student will demonstrate the use of appropriate scales/chords/ modes, rhythmic patterns and sequences on assigned material during rehearsal.  <b>Target for Success:</b> 90% of students will exhibit improved skills and confidence interpreting and improving on assigned material.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            90% of students made progress in their improvisation skills. (01/26/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students exhibited the ability to utilize the above skills in rehearsal and performance</p>	<p><b>Enhancement:</b> Increased use of recorded examples to demonstrate the required improvisational skills (01/26/2018)</p>

## MUSI 48B:Jazz Improvisation II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI58A_SLO_1</b> - The student will demonstrate accurate performances of more challenging tunes while observing correct forms, introductions, and endings to given songs.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Demonstration</b> - Students will demonstrate in rehearsal an increased skill level to negotiate more difficult material including more advanced harmonic and rhythmic concepts.</p> <p><b>Target for Success:</b> 85% of students should be successful performing assigned material in concert with increased skill and confidence.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>85% of students succeeded in demonstrating increased skill level of the above material (01/26/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Through the use of more complex tunes students utilized their increased knowledge and technique of the above skills</p>	<p><b>Enhancement:</b> Listening skills will be developed further with the addition of basic transcription of aural material (01/26/2018)</p>
<p><b>MUSI58A_SLO_2</b> - The student will demonstrate knowledge of more advanced harmonic and rhythmic concepts using patterns and sequences through performance.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 2-Fall</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Demonstration</b> - In rehearsal, students shall demonstrate greater technical skill utilizing more advanced harmonic and rhythmic concepts on assigned material.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>85% of students met the challenges of more advanced concepts. (01/26/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> by utilizing the greater technical skill afforded by improved harmonic and rhythmic concepts more challenging material was successfully negotiated.</p>	<p><b>Enhancement:</b> increased usage of recorded examples will enable the students to tackle more complex and accurate transcription (01/26/2018)</p>

# MUSI 48C:Jazz Improvisation III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI68C_SLO_1</b> - The student will demonstrate ability to perform Hard Bop and Funk styles while using advanced altered and diminished scales for improvisation.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2013-14 2-Fall, 2013-14 3-Winter</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Presentation/Performance -</b> Students perform in in-class demonstrations/tests and a final performance</p> <p><b>Target for Success:</b> 75% of the enrolled students will demonstrate a high proficiency in the skills listed above while the remainder of the class will demonstrate moderate proficiency.</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>While the target was met, the skills require are quite demanding, and true mastery will take more time. (03/09/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Given the advanced nature of this class, it attracts experienced students, yet the sill are still challenging, so many students succeed only moderately.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2012-2013</p> <p><b>Target :</b> Target Met</p> <p>Students performed well in Hard Bop and Funk styles using even eighth note rhythmic figures in their solos. However, learning the altered scales in all twelve keys and the three diminished scales for use on dominant seven chords is a challenge for most students and takes constant practice. (04/23/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> With the plethora of recordings available, students can listen and learn to play Hard Bop through Art Blakey and the Jazz Messengers and Donald Byrd while listening to Steps Ahead and Yellowjackets for accurate Funk styles. The challenge is to help students understand and execute the interval patterns for altered and diminished scales on their instruments and when to use them in their solos.</p>	<p><b>Enhancement:</b> The department has consistently requested a jazz practice room in our Program Reviews. This would help immensely with training students to reach a higher level. (03/09/2019)</p> <hr/> <p><b>Enhancement:</b> Only one instructor works with the twenty or more students and the individual teaching gets lost as the students rehearse in their combos during class time. We have requested a Jazz Room in the Instrumental Hall whereby students can practice these scales and improvisation along with play along CD's or Band in the Box software. (04/24/2014)</p> <p><b>Follow-Up:</b> This class has not been taught in the current academic year, due to cancellation. thus we fear that it might not be offered again. (03/09/2019)</p>
<p><b>MUSI68C_SLO_2</b> - The student will demonstrate through performance, the ability to play advanced alterations of all four chord types by playing more advanced patterns and sequences.</p> <p><b>SLO Status:</b> Active</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Presentation/Performance -</b> students perform in in-class tests and final performance</p> <p><b>Target for Success:</b> 75% of the enrolled students will demonstrate a high proficiency at demonstrating through performance when and how to use the 7, 9, 11, and 13 extensions on their instruments over the four chord types including</p>	<p><b>Program Review Reporting Year:</b> 2018-2019</p> <p><b>Target :</b> Target Not Met</p> <p>While these skills are essential for successful jazz improvisation, few are able achieve proficiency in the span of one quarter. Perhaps 50% were able to meet the highest level. (03/09/2019)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Since the class is large, with little one on one instructional time, students were not able to get as much feedback as they might need. The loss of our jazz ensemble has hurt, since students are</p>	<p><b>Enhancement:</b> if the department has a jazz practice studio, there would be more opportunity to practice in a formal setting. The department has consistently asked for this facility in our Program Reviews. (03/09/2019)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>patterns such as scale tone triads, and the remainder of the class will demonstrate moderate accomplishment in these areas</p>	<p>not getting reinforcement of these skill in ensembles.</p> <p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            Students are expected to listen to the jazz artists on their instruments and transcribe solos which they can then learn and apply "licks", patterns, and how they use the "color-tone" extensions in order to make their solos "great". After listening to performances at the end of each quarter, most of the students demonstrate varying degrees of success in this regard, mostly excellent (04/23/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Successful individual practice on Jazz Improvisation takes great discipline and patience. Many students do not have the patience to practice the above mentioned chords with their extensions and various patterns which give students a command of the jazz "language". Instructors have to instill a step-by-step process where by students are not overwhelmed with enormity of the task and strive to perfect these patterns and extensions on a one chord at a time basis, rather than learning everything immediately in all twelve keys.</p>	<p><b>Enhancement:</b> More time could be spent at the beginning of each class session drilling all students on patterns, "licks", and chord extensions. Then, when the class separates into combos, students could apply those strategies to their solos on the songs they are rehearsing. Again, instituting a Jazz Room for individual practice would greatly enhance student performance and learning. (04/24/2014)  <b>Follow-Up:</b> This class has not been taught during the 2018-19 academic year because of cancellation, and we fear that it will not be offered next year. (03/09/2019)</p>

# MUSI 4A:Comprehensive Musicianship II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI4A_SLO_1</b> - The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads and 7th chords in all positions including secondary authentic, modal borrowing, Neapolitan, augmented 6th chords, and modulating functions.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2012-13 2-Fall  <b>Outcome Creation Date:</b> 03/19/2014</p>	<p><b>Exam - Course Test/Quiz</b> - Error detection in exam writings  <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            The SLO is mostly easily measurable when chord progressions and modulations are completely mapped out. With supportive key signatures most students were able to apply and adhere at a successful rate. When they were asked to write the same kind of thing without a supportive key signature, they were not nearly so successful.             (04/18/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> An adjustment is called for in the form of having more didactic instructions in more assignments and group work early on in the quarter and to attempt to get at least one highly successful assignment accomplished prior to the final exam where they will be asked to produce one example from explicit directions and one example where they are given ingredients and goals but no specific plan of attack..</p>	<p><b>Enhancement:</b> An adjustment is called for in the form of having more didactic instructions in more assignments and group work early on in the quarter and to attempt to get at least one highly successful assignment accomplished prior to the final exam where they will be asked to produce one example from explicit directions and one example where they are given ingredients and goals but no specific plan of attack.. (04/18/2014)</p> <hr/> <p><b>Enhancement:</b> An adjustment is called for in the form of having more didactic instructions in more assignments and group work early on in the quarter and to attempt to get at least one highly successful assignment accomplished prior to the final exam where they will be asked to produce one example from explicit directions and one example where they are given ingredients and goals but no specific plan of attack.. (04/18/2014)</p>
<p><b>MUSI4A_SLO_2</b> - The successful student will accurately and comprehensively analyze pieces at the level of complexity of Chopin Mazurkas.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - On score and comprehensive analysis done both as assignments and in timed exams  <b>Target for Success:</b> 80%</p>		

# MUSI 4B:Comprehensive Musicianship II (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI4B_SLO_1</b> - The successful student will apply the stylistic principles of and normative adherence to the rules of diatonically responsible chromaticism in writing both 4-part and melody plus accompaniment textures.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz -</b> Assignments graded with errors and suggestions included leading to timed solutions of similar problems <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2012-2013 <b>Target :</b> Target Met 4B SLO 1. The successful student will apply the stylistic principles of and normative adherence to the rules of diatonically responsible chromaticism in writing both 4-part and melody plus accompaniment textures.</p> <p>ASSESSMENT This SLO is easily measurable for the most normative of idioms and technical , entirely directed work but less so for stylistic appropriateness and for creative solutions to problems with multiple solutions and open ended formal structures. When the assignment or test calls for the most normative aspects, students succeed at a nearly 90% rate but if other variable are added that get to subtleties of style, student success is just above 60%.</p> <p>(04/18/2014) <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> No adjustment is contemplated other than to assign students to “play around” more with the materials outside of class and to suggest that they listen to many examples by the composers most associated with developments in this area.</p>	<p><b>Enhancement:</b> Finding a way to foster students “playing around” more with the materials outside of class including impromptu ensemble performances (04/18/2014)</p>
<p><b>MUSI4B_SLO_2</b> - The successful student will accurately and comprehensively analyze pieces at the level of complexity of Brahms Innermezzos.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz -</b> On score and comprehensive analysis <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2012-2013 <b>Target :</b> Target Met</p> <p>ASSESSMENT The SLO is easily measurable only in the clearest of pieces for harmony and the higher levels of form. The level of complexity in these pieces overall make for a great deal of ambiguity (which itself can be studied and confirmed to be intentional on the part of the composer). Consistency of approach and logical consistency of application of approach becomes as important as whether or not an analysis agrees</p>	<p><b>Enhancement:</b> Planning Combinations of group and individual work should be used for each piece analyzed rather than alternated. (04/18/2014)</p>



*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

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with that of the instructor. These pieces are famous for resulting in very different analyses by different analysts and even approaches to analysis. Student success hovers around the 70% level  
(04/18/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):**

Combinations of group and individual work should be used for each piece analyzed rather than alternated.

## MUSI 4C:Comprehensive Musicianship II (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI4C_SLO_1</b> - The successful student will apply the stylistic principles and norms of various post tonal genres in writings with instrumentation appropriate to the genre.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Exams, Quizzes, individual skill assessments and in class performances  <b>Target for Success:</b> 90%</p>	<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met  <b>ASSESSMENT</b>            Given the limited amount of time and the breadth of material to cover, what might normally be done as a series of analyses and composition of examples of technique is done as short compositions using various post tonal starting points. The compositions are then assessed for avoiding things that should be avoided and including a majority of ingredients from a list of ingredients invented and or associated with the style and technique.            (04/18/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Assigning extra credit for students with performance capabilities on instruments called for in student scores performing assigned stylistic pieces to give students comments in real time directly tied to what is being performed</p>	<p><b>Enhancement:</b> As possible, the college should invest in finding mentor musician scholars representing underserved populations to work with students.             (04/18/2014)</p>
<p><b>MUSI4C_SLO_2</b> - The successful student will use both solfeggio and intervallic naming in accurately singing post tonal melodies as well as quasi tonal bass lines while other parts are being played.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Individual assessments  <b>Target for Success:</b> 70%</p>	<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met  <b>ASSESSMENT</b>            As is the case with the previous quarters in the sequence, this SLO is easily measured. Primarily, the assessment is divided into 1) quick recognition of notated intervals (including making enharmonic translations to announce intervals more associated with hearing and producing sound – for example, an interval notated as an augmented octave is announced as a minor ninth) and 2) singing successively identified intervals. Students also use fully chromatic movable Do if a quick scan of a melody makes it seem that choosing one pitch class or another from the melody as Do would make the melody more easily sung than using intervals.             (04/18/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Most students are very successful in gaining expertise in 1) above.</p>	<p><b>Enhancement:</b> Enhancement Plan            Further study of whether or not the use of movable Do (effective or not for the sound result) is a good idea given the intervallic as opposed to scalar nature of the melodies being pursued. Research the ethicality of assigning students            (04/18/2014)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

Number 2) above can take an extended period of time to gain a level of expertise such that a student can sing extremely disjunct post tonal melodies at sight in tempo.

# MUSI 51: Introduction to Electronic Music

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI51_SLO_1</b> - The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/08/2016</p>	<p><b>Laboratory Project</b> - Students create a series of short projects demonstrating skills with hardware and software skills.  <b>Target for Success:</b> This is a benchmark assessment.  <b>Comments/Notes:</b> Projects to be evaluated for relative success, and generally grades of C or better overall indicate modestly successful completion.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students who finished the course typically completed all or nearly all of these projects with satisfactory quality (04/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Generally students completed these assignments with a satisfactory level of skill. A few encountered minor problems due to differences in their background musical skills, and a few may have not completed all assignments due to needing more laboratory time.</p>	<p><b>Enhancement:</b> Address different levels of musical skill in students in the introductory level class, perhaps by adding instructions regarding different ways to meet project requirements in the project descriptions forms. To the extent possible, maximize lab time for students needing more time, by finding ways for them to access the lab during non class time, and update course software so that students may use currently available versions for outside work. (04/21/2016)</p>
<p><b>MUSI51_SLO_2</b> - The successful student will create musical projects in a variety of styles using synthesizers, drum machines, and MIDI sequencing software.</p> <p><b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/08/2016</p>	<p><b>Laboratory Project</b> - Student will complete a two to four minute musical project demonstrating proficiency with the full set of skills learned during the term  <b>Target for Success:</b> Successful incorporation of all of the required skills (derived from earlier course projects) into a musical or other audio project of two to four minute length.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Almost all students successfully completed final projects of satisfactory quality. Some could have used additional lab time. (04/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although essentially all students completed acceptable quality final projects, a few could have used additional time to perfect the work.</p>	<p><b>Enhancement:</b> To the extent allowed by room and class schedule, find ways to provide students with additional non class lab time. Ensuring up-to-date software versions will allow students to use their own copy of the software to work outside of class on their won computers. (04/21/2016)</p>

# MUSI 53: Music Business

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**MUSI53\_SLO\_1** - The successful student will demonstrate comprehension of the concepts of copyright law, contracts, agents/managers, music publishing, performance rights organizations, record deals, concert promotion, artist promotion kits, trademarks on band names and accessories, and careers in music.

**SLO Status:** Course Not Currently Taught

**MUSI53\_SLO\_2** - The successful student will complete a project demonstrating comprehension of one of the music business areas listed in SLO 1.

**SLO Status:** Course Not Currently Taught

# MUSI 58A: Beginning African and African-Influenced Percussion and Rhythms

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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**MUSI58A\_SLO\_1** - Successful students will be able to identify and demonstrate selected rhythms including bell and/or clave guide rhythm patterns and supporting drum parts at a beginning level.

**SLO Status:** Course Not Currently Taught

**MUSI58A\_SLO\_2** - Successful students will be able to identify traditional African sources and performing contexts of contemporary Caribbean and Latin American music.

**SLO Status:** Course Not Currently Taught

# MUSI 58B:Intermediate African and African-Influenced Percussion and Rhythms

## *Student Learning Outcomes (SLOs)*

## *Assessment Methods*

## *Assessment Data Summaries*

## *Enhancements*

**MUSI58B\_SLO\_1** - Demonstrate a variety of intermediate drumming techniques including clear articulation and distinction of various sounds of both hand and stick drumming technique and accurate timekeeping.

**SLO Status:** Course Not Currently Taught

**MUSI58B\_SLO\_2** - Recall and demonstrate, without prompt, selected rhythms, including responsorial supporting drum, bell, and/or clave parts and associated rhythm patterns.

**SLO Status:** Course Not Currently Taught

**MUSI58B\_SLO\_3** - Demonstrate elementary rhythmic independence while performing drum and percussion parts, such as vocalizing or playing rhythms while keeping pulse and vice-versa.

**SLO Status:** Course Not Currently Taught

# MUSI 5A:Modal Counterpoint

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI5A_SLO_1</b> - The successful student will apply the stylistic principles of and normative adherence to the rules of strict modal counterpoint in five species.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2015-16 4-Spring</p>	<p><b>Portfolio Review</b> - In two and three voices, the students will apply all five species with given cantus firms and apply the same techniques to a three voice setting of a traditional text in imitative polyphony</p> <p><b>Target for Success:</b> 80% for major principles and 70% for lesser principles</p>		
<p><b>MUSI5A_SLO_2</b> - The successful student will correctly analyze the voice motions, intervallic treatments, and imitative structure in two and three part imitative polyphony written in the so called golden age of polyphony.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Given a score by Lasso or Palestrina in three voices, the student will correctly analyze voice motion, intervals, and dissonance treatments</p> <p><b>Target for Success:</b> 90% since the ability is fundamental to further study</p>		



# MUSI 77 (77X & 77Y):Special Projects in Music

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI77_SLO_1</b> - Students will demonstrate advanced skills on a special project in music.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2012-13 3-Winter, 2012-13 4-Spring, 2013-14 2-Fall</p>	<p><b>Presentation/Performance -</b>            Students will be assessed through active participation and progress toward, a public performance, a research paper, or composition project. They will also be assessed on the quality of the finished performance or project.  <b>Target for Success:</b> 80% of students will complete projects with satisfactory or better results  <b>Comments/Notes:</b> This SLO should suffice for all Musi 77 courses, as they vary in units only.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Though only a handful of students take advantage of this course each quarter, the results show a nearly perfect completion rate, with excellent retention. (03/22/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Since students are engaged with creation of the parameters of the class, an only motivated students tend to enroll, the level of success is very high, with often exceptional results. When students fall short, it is always because of an unforeseen, emergency situation.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            During the assessment period, students engaged in both public performances and composition projects. Each of the students completed her/his project successfully. (03/26/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students who enroll in Special Projects are generally highly motivated. Each also set realistic goals in planning her/his project, and with the guidance of the Instructor, was able to match or exceed the expectations for the project.</p>	<p><b>Enhancement:</b> This class is working exactly as intended, with excellent results. Since each instructor, and each student work collaboratively to tailor the experience, "enhancements" are made on a quarter to quarter basis. (03/22/2017)</p> <hr/> <p><b>Enhancement:</b>            Enhancement/Action: Music Department Special Projects are working exactly as intended, providing opportunities for students to pursue more advanced studies in Music with guidance from the Instructor. No enhancements are necessary at this time. (04/14/2014)</p>
<p><b>MUSI77_SLO_2</b> - Students will develop a plan for meeting special project goals  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2012-13 3-Winter, 2012-13 4-Spring</p>	<p><b>Other -</b> Students are assessed on the development of a plan, in collaboration with the Instructor, for completion of Special Projects  <b>Target for Success:</b> 80% of students will satisfactorily complete Special Projects plans</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Fewer than ten students participated in Special Projects in the quarter of assessment. Of those, all satisfactorily completed, in collaboration with an Instructor, a Special Projects plan. (03/22/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students who enroll in Musi 77 are highly motivated and prepared to do advanced work in specialized areas. The plans that are written in collaboration with instructors reflect their personal interest in specialized subject matter, and incorporate academic rigor. It is not surprising that students are successful at nearly perfect levels, unless there is an emergency of some kind.</p>	<p><b>Enhancement:</b> Since plans are individualized, and collaboratively decided upon with an instructor, "enhancement" is done on a case by case basis. (03/22/2017)</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

During the quarters assessed, approximately fifteen students participated in Special Projects. For all Special Projects, Students worked with Instructors to develop plans and plan goals (04/13/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who enroll in Special Projects are generally highly motivated, and thus, without exception, plans were well thought-out with clear goals

**Enhancement:** No enhancements are necessary at this time. It is recommended, however, that repeatability restrictions for Special Projects be eased. (04/13/2014)

# MUSI 8:Intermediate Electronic Music

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI8_SLO_1</b> - Design and edit sounds using hardware and software synthesis and editing tools.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/08/2016</p>	<p><b>Laboratory Project</b> - Students complete a series of laboratory projects focusing on demonstrating skills using a variety of synthesis, sampling, and signal processing techniques  <b>Target for Success:</b> Successful integration of all learned techniques in the assignments by successful students.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Successful students completed all or nearly all of the projects successfully. A few who did not complete them typically ran out of time. (04/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers.</p>	<p><b>Enhancement:</b> Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers. (04/21/2016)</p>
<p><b>MUSI8_SLO_2</b> - Create musical/audio projects using audio/MIDI sequencing software, audio signal processing software and hardware, and mixing hardware and software.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2015-16 3-Winter  <b>Outcome Creation Date:</b> 04/08/2016</p>	<p><b>Project</b> - Students produce a 3-5 minute audio and/or musical project incorporating skills acquired during the term.  <b>Target for Success:</b> Completion and playback of the project incorporating these skills at the final exam session.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students who completed the course almost all successfully completed this project (04/21/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers.</p>	<p><b>Enhancement:</b> Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers. (04/21/2016)</p>

# MUSI 9A:Jazz Piano

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI9A_SLO_1</b> - The student will play melodic improvised jazz material on the piano based on appropriate scale choices.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Students will be assess on a weekly and on mid-term exams  <b>Target for Success:</b> 80% of students will correctly identify and perform improvisations on the selected pieces and scale choices</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Based on midterm. (09/26/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students are generally successful when provided the scale for improvisation, and it is helpful to start with a simple form with only a single scale to use, such as the blues. Students with the least facility sometimes struggle to execute the scales or get tripped up with fingering.</p>	<p><b>Enhancement:</b> Improve success rate of the students with least facility by providing the simplest to execute scales to begin with, and making sure that fingerings are established and clear.            (09/26/2017)</p>
		<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Nearly all students were successful in the basic Outcome. Previous experience on the instrument had a strong influence on their abilities in the new idiom. (04/23/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students come to Jazz Piano with a wide range of experience, and thus, their technique, practice habits, and creativity vary proportionately. When given the specific task of learning to use specific musical material for improvisation, most showed real determination to reach fluency, and most differences can be attributed to composure in performance circumstances, memorization of "improvisations," and previous experience.</p>	<p><b>Enhancement:</b> The fact that this is a multi-section class creates challenges for teaching, especially for those in the first level, as individual attention is limited. Being able to offer open lab times, with guided practice, for all keyboard students would be a strong improvement to the class and the Piano area in general. Without being able to separate the various levels, no other enhancements are recommended at this time (04/23/2014)</p>
<p><b>MUSI9A_SLO_2</b> - The student will read and play on the piano jazz chords notated in standard chord symbol notation.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2009-10 2-Fall, 2009-10 3-Winter</p>	<p><b>Exam - Course Test/Quiz</b> - Students are assessed on a weekly basis and on mid-term performance exams  <b>Target for Success:</b> 80% of students will achieve the stated SLO at an acceptable level</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            Students were evaluated for this SLO in their midterm and final performances. (01/03/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students are taught to learn by memory the major chords in all keys, and then memorize how to modify those major chords as a template into the other chord types. Around 90% of the students become successful with this method over the course of the class.</p>	<p><b>Enhancement:</b> While students are generally successful at reading and playing jazz chords notated in standard chord symbol notation, students sometimes play a chord wrong consistently without being aware of it. This could be improved by doing more ear training so that students hear when the sound of the chord does not match their expectations. Class exercises where the students sing, together, the notes of a</p>

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

chord played by the instructor will be performed as an enhancement. The goal is to improve student's ability to recognize by ear when they are playing the wrong chord. (01/03/2018)

**Program Review Reporting Year:** 2013-2014

**Target :** Target Met

As in the previous SLO, students succeeded at an acceptable level, though previous experience was a large determinant in the level of ability in the new idiom. (04/23/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reading from chord symbol notation proved challenging for students used to playing chords from grand staff notation.

**Enhancement:** As noted in SLO 1, the nature of multiple class levels meeting simultaneously makes providing individual attention difficult. However, the ability of students to practice their assigned materials during lecture periods for other classes makes the model work relatively well, and no further enhancements are necessary. (04/23/2014)

# MUSI 9B:Jazz Piano II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI9B_SLO_1</b> - The student will demonstrate the ability to perform expanded jazz styles such as Bebop, Boogie-Woogie, and Calypso on the piano.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> TBD</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Exam - Course Test/Quiz</b> - Piano performance of Bebop, Boogie-Woogie, Calypso, and similar musical examples</p> <p><b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>Students were able to demonstrate the ability to perform in these expended jazz styles at about an 80% success rate. (01/03/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Generally when students attempted one of these new styles, their arrangements and performance was stylistically appropriate. However, some students did not perform in these styles, and instead performed in one of the more basic styles such as swing or the blues. So assessment was not done on 100% of the students.</p>	<p><b>Enhancement:</b> Ensure that 100% or near 100% of the students are attempting at least one of the expanded styles for either their midterm or final performance. In other words, they would be required to choose one of the listed expanded styles that are not part of the set of basic styles covered in Jazz Piano I. (01/03/2018)</p>
<p><b>MUSI9B_SLO_2</b> - The student will demonstrate the ability to perform the natural and altered chord extensions on the 5 types of 7th chords, along with improvising on appropriate scales that align with those chords.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> TBD</p> <p><b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Exam - Course Test/Quiz</b> - Performance tests and quizzes demonstrating the ability to perform the natural and altered chord extensions on the 5 types of 7th chords, along with improvising on appropriate scales that align with those chords</p> <p><b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018</p> <p><b>Target :</b> Target Met</p> <p>80% of the students demonstrated the ability to play and improvise on the natural and altered chord extensions of the 5 types of 7th chords on their final performances. (01/03/2018)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Generally students did the best with play the chords. Improvising on the chords, especially the chord with altered extensions, was not as successful. This is partly due to not enough time spent in class discussing and practicing improvising on the chords with altered extensions.</p>	<p><b>Enhancement:</b> The ability of students to successfully improvise on chords with altered extensions can be improved by ensuring that these students have sufficient exposure to the appropriate scale choices for these chords, both in lecture and in practice. (01/03/2018)</p>

# MUSI 9C:Jazz Piano III

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>MUSI9C_SLO_1</b> - The student will demonstrate a knowledge and understanding of Hard Bop and Afro-Caribbean jazz styles through jazz piano performance.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Exam - Course Test/Quiz</b> - Performance tests and quizzes demonstrating a knowledge and understanding of Hard Bop and Afro-Caribbean jazz styles through jazz piano performance.  <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Not Met            While those who attempted to play these styles generally performed at a level that demonstrated sufficient knowledge and understanding of the styles, not enough of the students in this class attempted to play those styles. (01/03/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In order to better assess this objective, a greater percentage of students need to attempt to perform in these styles.</p>	<p><b>Enhancement:</b> Performing in the Hard Bop or Afro-Caribbean style will be made a requirement for students in Jazz Piano III so that a better assessment can be made. They will need to perform in these styles at either the midterm of the final performance. (01/03/2018)</p>
<p><b>MUSI9C_SLO_2</b> - The student will demonstrate knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/12/2013</p>	<p><b>Exam - Course Test/Quiz</b> - Performance tests and quizzes demonstrating knowledge and understanding of reharmonization, tritone substitutions, and altered and diminished scales through jazz piano performance.  <b>Target for Success:</b> 80%</p>	<p><b>Program Review Reporting Year:</b> 2017-2018  <b>Target :</b> Target Met            80% of the students were able to demonstrate knowledge and understanding of these advanced techniques. (01/03/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Although those who attempted these techniques were generally successful, some of the less experienced students did not try at least some of them. So there is a need to make them required in the performances or quizzes.</p>	<p><b>Enhancement:</b> Make the demonstration of these techniques required for Jazz Piano III students, either on the midterm or final performance, or in an assignment / quiz. This will increase the percentage of students making an effort to really expand their capabilities into the realm of more advanced jazz piano techniques. (01/03/2018)</p>

# Assessment: Course/Service Four Column



Dept - (CA) Photography

## PHTG 1:Basic Photography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG1_SLO_1</b> - Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Multiple choice test with portrait  <b>Comments/Notes:</b> Random selection of 10 students assessed with rubric (Lecture and lab for analog)</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Both faculty used projects. One project was to photograph and print a silver image which exemplified specific objectives. The other faculty member used a portrait project where the image needed to be processed and printed. (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Projects remain “fruitful” in teaching basic B&amp;W camera handling along with film processing and printing.</p>	<p><b>Enhancement:</b> One faculty member is providing an additional 2.5 hrs. lab for more project time and therefore even higher success. (02/24/2016)  <b>Follow-Up:</b> Excluding the generosity of one faculty member providing additional lab hours, our PHTG.1 courses see good results in obtaining the film development and printing skills. This course is a solid foundation for digital and most students find it magical and fun thus being an easily successful class overall. Today many young photographers are interested in traditional wet darkroom skills and are eager to learn. (04/13/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Both faculty used projects. One faculty used a landscape printing project and the other used a portraiture project. Performance reported for landscape project was “average” 75% and portrait project resulted in 84% result. Barely</p>	



reached 80%, right at 79.5% for the quarter. (02/24/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Two classes with very similar results for the quarter. Other quarters have not resulted in as low results. Continue to follow and see if peculiar to this one quarter.

Not typical for course; observe future assessments for same or similar assignments.

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**Program Review Reporting Year:** 2010-2011

**Target :** Target Met

Average success at 90% (grades C to A) (03/12/2014)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** General reflection and analysis for all photography classes has been the need for preparedness (coming to class on time, classroom participation, etc.) and basic skills, particularly reading.

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**Program Review Reporting Year:** 2011-2012

**Target :** Target Met

Results are as expected and reflect a long history for this course. Students are successful at wet darkroom processing for print. Better study habits/reading to be successful on a written test for a minority of students in the class.

(11/23/2012)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The long history for this course supports what we are doing. For a small number of students, additional assistance with study and/or reading to be successful on a written test is suggested. Project completion is successful.

## PHTG 2:Intermediate Photography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG2_SLO_1</b> - Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - 10 prints</p>	<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Process was effective. The outcome was measurable. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> For some students (few) additional skill level required and portfolio assignments may be adjusted.</p>	
	<p><b>Portfolio Review</b> - 10 prints  <b>Comments/Notes:</b> Random selection of 5 students assessed using rubric (Lecture and Lab for analog)</p>		
	<p><b>Portfolio Review</b> - 6-8 print portfolio review  <b>Related Documents:</b>  <a href="#">Spr.2016 PHTG.2.docx</a></p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            This is a class taught as a "combo" with a larger PHTG.1 section. The class had only seven students in spring 2016. Four students passed the course with "A" and one with a "B"; two students failed the class by not attending after the withdrawal date. (02/24/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> A very small class offered only once a year. The class is the intermediate level of film photography and is taken by art photography majors mainly. Again, a very small class that has to be taught in combination with a PHTG.1 class in order to run.</p>	<p><b>Enhancement:</b> Ideally this class would not be taught in combination with any other course, but enrollment does not allow this currently. The class can be run in combination with a PHTG.1 successfully. (02/24/2017)  <b>Follow-Up:</b> Currently the class is being "stacked" with PHTG.3 and 54. As students in these classes also have minimum basic wet darkroom skills they can work together successfully. Ideally none of the classes would be "stacked". (04/13/2019)</p>

# PHTG 21:Contemporary Trends in Photography

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>PHTG21_SLO_1</b> - Identify iconic images and major trends in contemporary photography.  <b>SLO Status:</b> Active</p>	<p><b>Other</b> - "Jeopardy" type game played in class to identify artists and images.  <b>Comments/Notes:</b> 12 randomly selected students assessed by rubric (Course Assessment Rubric)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students completed a portfolio of work (7 or more images) based on one theme or genre. (01/18/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Both students completed both bodies of work exceeding the minimum requirements.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Quiz            (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Will need to provide larger pool for assessment next year (1 student recorded)</p> <hr/> <p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Students met expectation. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Text and reading material needs to stay current; stay aware of new artists and directions in the medium. Smart classroom needs to stay updated.</p>	<p><b>Enhancement:</b> None needed at this time (02/24/2016)</p>
<p><b>PHTG21_SLO_2</b> - Recognize and appreciate the wide range of ethnically, culturally, and socially diverse representations and practices in contemporary photography.  <b>SLO Status:</b> Active</p>	<p><b>Project</b> - Individually research a photographer; describe influences and comment on final body of work done by artist/photographer.  <b>Comments/Notes:</b> 12 students randomly selected and assessed by rubric (Course Assessment Rubric)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students were introduce to a diverse set of photographers and artists, and were given readings dealing with visual literacy as it pertains to representation. (04/16/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students were introduce to a diverse set of photographers and artists, and were given readings dealing with visual literacy as it pertains to representation.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Assignment – one page written analysis of critical paper            (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Assignment – one page written analysis of critical paper</p>	<p><b>Enhancement:</b> None needed at this time (02/24/2016)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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**Program Review Reporting Year:** 2014-2015  
**Target :** Target Met  
 Final Project (02/24/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Will need to provide larger pool for assessment next year (1 student recorded)

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**Program Review Reporting Year:** 2011-2012  
**Target :** Target Met  
 Students were successful and the outcome was measurable. A high level of success was achieved. (11/23/2012)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course demands staying current with examples of contemporary work. Smart classroom needs to maintain current software.

**PHTG21\_SLO\_3** - Evaluate and critique contemporary photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.  
**SLO Status:** Active

**Project** - Group project -- learn and analyze the process of producing photographic images and creativity. Understand influences of selected photographers/photographic styles.  
**Comments/Notes:** 12 students randomly selected and assessed by rubric (Course Assessment Rubric)

**Program Review Reporting Year:** 2016-2017  
**Target :** Target Met  
 Students worked on a series of 10 images over the course of 2 and a half weeks. During this time they received several class critiques, reviewing their ideas and their execution (12/01/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Clear progress was made both in developing their ideas, researching other photographers, and refining their craft

**Enhancement:** Students are showing clear development of ideas and understanding during the making of this assignment (12/01/2016)

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**Program Review Reporting Year:** 2014-2015  
**Target :** Target Met  
 Final Project (02/24/2016)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Will need to provide larger pool for assessment next year (1 student recorded)

**Enhancement:** None needed at this time (02/24/2016)

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**Program Review Reporting Year:** 2011-2012  
**Target :** Target Met  
 Students successfully completed the project and worked well together. Expectation was met and the assessment was measurable. (11/23/2012)  
**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Provide current examples of contemporary work. Continually incorporate new artistic directions, trends, or technologies in the medium. Maintain updated smart classroom.

# PHTG 3:Advanced Photography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG3_SLO_1</b> - Demonstrate a working knowledge of wet darkroom processes to create photographs using a large format camera.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring</p>	<p>Imagery from film developed by using a large format camera.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Portfolio production: 6 plus prints produced in the wet darkroom and at least one image mounted. 2 more images using the large format camera and reflecting solid zone system/exposure skills. (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This class is advanced and allows students to develop their portfolios and build on personal projects. Students are motivated by the opportunity to create and work in the lab with other advanced students. Success rate is high by nature of advanced study and self-directed photographic “assignments” to build a portfolio.</p>	<p><b>Enhancement:</b> None (02/24/2016)  <b>Follow-Up:</b> Currently the class is being "stacked" with PHTG.2 and 54. As students in these classes also have minimum basic wet darkroom skills they can work together successfully. Ideally none of the classes would be "stacked". (04/13/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            Success average to above average. This is a very small class taught in combination with a larger intermediate class. (03/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> General reflection and analysis for all photography classes has been the need for preparedness (coming to class on time, classroom participation, etc.) and basic skills, particularly reading.</p>	
<p><b>PHTG3_SLO_2</b> - Apply basic Zone System techniques.  <b>SLO Status:</b> Active</p>	<p><b>Laboratory Project</b> - Review print made from properly exposed negative reflecting awareness of Zone System.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Portfolio production: 6 plus prints produced in the wet darkroom and at least one image mounted. 2 more images using the large format camera and reflecting solid zone system/exposure skills. (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This class is advanced and allows students to develop their portfolios and build on personal projects. Students are motivated by the opportunity to create and work in the lab with other advanced students. Success rate is high by nature of</p>	<p><b>Enhancement:</b> None (02/24/2016)  <b>Follow-Up:</b> Currently the class is being "stacked" with PHTG.2 and 54. As students in these classes also have minimum basic wet darkroom skills they can work together successfully. Ideally none of the classes would be "stacked". Basic zone system is challenging and readiness of students to make practical use of</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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advanced study and self-directed photographic “assignments” to build a portfolio.

it today seems more challenging. In the past a class devoted to only zone system existed. It might be a consideration to concentrate on improved exposures without the zone system today. Quarter length courses are short.  
(04/13/2019)

# PHTG 4: Introduction to Digital Photography

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>PHTG4_SLO_1</b> - Apply basic digital camera skills to create images.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Mid term quiz testing practical camera and Lightroom skills.  <b>Comments/Notes:</b> 18 students from 2 sections randomly assessed using rubric (Lecture and Lab for digital)</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students received 2 exams both focusing on lightroom skills, and knowledge pf how to operate a camera in manual mode. (12/01/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> I am confident that students understood both lightroom and the practical skills of using a manual digital when taking the 2 exams</p>	<p><b>Enhancement:</b> I assigned 2 exams. The average grade was 85% (12/01/2016)  <b>Follow-Up:</b> Students with a computer in front of them find it very hard to maintain attention. School should create a method for the instructor to "turn off" student computers when lecturing or demonstrating. 30-34 students and an instructor cannot control their staying off the computer. (04/13/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Depth of Field and Shutter Speed assignments given by one faculty member. Other member assessed as "projects". (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Success seen by both faculty using different assignments/projects</p>	<p><b>Enhancement:</b> None (02/24/2016)</p>
		<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Students did a little above average and some did excellently. Better reading/study habits needed to be successful with a quiz. Expectations were reasonable, but higher proficiency still desired. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Additional attention should be given to text reading.</p>	
<p><b>PHTG4_SLO_2</b> - Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.  <b>SLO Status:</b> Active</p>	<p><b>Demonstration</b> - Finished print  <b>Comments/Notes:</b> Practical camera and lightroom skills demonstrated by finished image.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students learned about color spaces and the difficulties of matching prints to computer monitors with the class final (12/01/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Since this is an introductory class, there was a simple lecture and</p>	<p><b>Enhancement:</b> Students successfully received their print to compare to the monitor. (12/01/2016)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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demonstration about printing, where I printed 1 of the classes images.

**Program Review Reporting Year:** 2015-2016

**Enhancement:** None (02/24/2016)

**Target :** Target Met

One faculty used an assignment with the Lightroom software to make a collection of 5 images using different treatments. Other member assessed as “project”.  
(02/24/2016)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Success seen by both faculty using different methods

**Program Review Reporting Year:** 2011-2012

**Target :** Target Met

18 students randomly selected and assessed by rubric (Lecture and Lab for digital) (11/23/2012)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students had solid practical skills and were overall successful. Some imagery was excellent. All students benefit by continued exposure to visual imagery.



# PHTG 5:Intermediate Digital Photography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG5_SLO_1</b> - Apply digital camera skills to create images.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - mid-quarter assignment to make a multiple-frame image.  <b>Comments/Notes:</b> 9 students randomly selected and assessed by rubric (Lecture and Lab for digital)</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            All students at this level were working successfully with a digital camera; assignments prior to mid-quarter multiple assignment reflected successful camera use. (03/30/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Full class considered when looking at the multiples assignment. All students were successful who completed the work (majority).</p> <hr/> <p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Mid-quarter assignment to make a multiple-frame image (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The majority of students performed at above average to excellent. Stay current with equipment and software. Provide students with inspiring examples of imagery for direction. Keep assignments stimulating: adjust with time</p>	<p><b>Enhancement:</b> None needed at this time. (03/30/2016)  <b>Follow-Up:</b> Making PHTG.4 a pre-requisite. This has now been done and goes into effect 2019. (04/13/2019)</p>
<p><b>PHTG5_SLO_2</b> - Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.  <b>SLO Status:</b> Active</p>	<p>Create final slideshow using Lightroom and/or Photoshop software  <b>Comments/Notes:</b> 9 students randomly selected and rubric used (Lecture and Lab digital)</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Full class participating in slideshow presentations. Two students did not attend presentations and failed assignment. (03/30/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students do a preliminary slideshow assignment at the beginning of the course and then the final slideshow at the end of course. Results are successful for all students presenting their work. It is a culmination of individual work done during the quarter and self-directed therefore very satisfying.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Students exhibited the necessary skills to be successful. Performance was outstanding. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Remain current with all technologies in the field. Keep assignments inspired and reflective of current trends in the field.</p>	<p><b>Enhancement:</b> None. Results have shown success for all students attending for over five years. (03/30/2016)  <b>Follow-Up:</b> Making PHTG.4 a pre-requisite. This has now been done and goes into effect 2019.</p>

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

(04/13/2019)

# PHTG 52:Photography Production Lab

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG52_SLO_1</b> - Students will create photographic images.</p> <p><b>SLO Status:</b> Course Not Currently Taught</p>	<p><b>Project</b> - Independent lab; student designs project or images to be completed</p> <p><b>Comments/Notes:</b> Students design their own project and complete it by the end of the quarter. Skills enhancement as determined by student with faculty assistance/oversight.</p>	<p><b>Program Review Reporting Year:</b> 2012-2013</p> <p><b>Target :</b> Target Met</p> <p>Students completed projects as outlined at the beginning or class or as adjusted during the class quarter. (03/12/2014)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students choose their projects and do very well working in the "open lab" format of the course. The course allows for a lot of flexibility and students can only really fail by not attending.</p>	<p><b>Enhancement:</b> Class has not been offered for over 2-yrs. Note: success rate extremely high in the past as students enrolled committed to their personalized lab projects. (04/13/2016)</p> <p><b>Follow-Up:</b> Class not offered for over 2-yrs. (04/13/2016)</p>

# PHTG 54:Experimental Photography

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG54_SLO_1</b> - Students will create and interpret non-traditional photographic imagery.  <b>SLO Status:</b> Active</p>	<p><b>Portfolio Review</b> - Mid-term and final collection of work  <b>Comments/Notes:</b> 8 students randomly selected and assessed by rubric (Lecture and Lab / Experimental)</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Based on portfolio of images from collection of all assignments. Full class assessed.            Average overall grade for students at 92.26 (A-). (02/24/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This class has to be taught in combination with a PHTG.3. However, student success rate is high. The experimental nature of the material is usually very fun for students and not hard to have positive results.</p>	<p><b>Enhancement:</b> Class has worked well. Ideally there would be enough enrollment to offer the class without combining it with a PHTG.3. The class is offered only once a year. (02/24/2017)  <b>Follow-Up:</b> More experienced/advanced students are in this class. Due to college budget and enrollments this class is offered only once a year and taught in combination with a PHTG.3. The best possible "enhancement" would be to allow this course to run without being combined with PHTG.3. (11/14/2018)</p>
<hr/> <p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Students very creatively and individually have presented works using various processes. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Due to the uneven nature of the experimental processes results are varied and exciting. Students enjoy the open and "accidental" quality of results and produce very creative images.</p>			

# PHTG 57A:Commercial Lighting I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG57A_SLO_1</b> - Students will create photographic images using basic commercial lighting techniques.  <b>SLO Status:</b> Active</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            Students will create photographic images using basic commercial lighting techniques. (01/18/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> A majority of the students met or excelled in a series of short technical lighting assignments, as well as the completion of a final project using professional strobes.</p>	
	<p><b>Demonstration</b> - Print from properly lit objects as defined in beginning assignment.</p>		

# PHTG 57B:Commercial Lighting II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG57B_SLO_1</b> - Students will create photographic images using intermediate/advanced commercial lighting techniques.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p> <hr/> <p><b>Demonstration</b> - Imagery from properly lit subject/object showing more complex lighting set-up.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017  <b>Target :</b> Target Met            students learned advanced lighting techniques (01/18/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Both lighting 2 students successfully completed 3 short technical assignments to learn advanced lighting. Both students submitted work on time and met the assignments criteria for completion.</p>	
<p><b>PHTG57B_SLO_2</b> - Prepare a professional portfolio presentation including resume.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 4-Spring</p>	<p><b>Directly related to Student Learning Outcome (SLO)</b></p> <hr/> <p><b>Portfolio Review</b> - Display of imagery in portfolio including a CV</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Students excelled an creating a finished portfolio (04/16/2019)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Students excelled at creating a finished portfolio of work on a theme of their choosing.</p>	

# PHTG 58A:Photographic Photoshop I

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG58A_SLO_1</b> - Apply basic digital camera handling skills to create images using Photoshop editing techniques.  <b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - Mid-term quiz asking basic questions on lecture/text/practical knowledge.  <b>Comments/Notes:</b> 7 students randomly selected and quiz results assessed by rubric (Lecture and Lab for digital).</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Review of full class and final grades at end of quarter. (02/24/2017)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Class has been running successfully for over fourteen years. The class is run in combination with an intermediate/advanced Photoshop class in order to meet enrollment. Ideally the class would run independently and not as a "combo". However, the mix of experienced students with beginners does work.</p>	<p><b>Enhancement:</b> Best situation would be to run the course independently and not as a combo. The class has worked very well and student completion is high. (02/24/2017)  <b>Follow-Up:</b> Faculty needs to stay current with updates to the Photoshop software used in the class. Completion rate remains high. Ideally, the class would not be "stacked" with the 58B however, intermediate and advanced students are helpful with the beginning students in the class. (04/13/2019)</p>
<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            Results were as expected. Better study habits needed to prepare for quiz. Where practical experience questioned on the quiz results were above average. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Provide additional time for quiz review and discussion of text reading. Need to stay current with computers and software that meets industry standard (Adobe Photoshop).</p>			

# PHTG 58B:Photographic Photoshop II

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG58B_SLO_1</b> - Create digital images using intermediate/advanced Photoshop editing techniques.  <b>SLO Status:</b> Active  <b>Planned Assessment Quarters:</b> 2013-14 3-Winter</p>	<p><b>Portfolio Review</b> - Prints reviewed over course; production of satisfactory or better imagery edited with Photoshop skills.  <b>Target for Success:</b> Actual production of prints; final quality of prints vs. viewing on screen/computer  <b>Comments/Notes:</b> This is an incredibly small class taught in combination with the larger beginning class. All students have done extremely well and come to this class with a combination of advanced photographic skills beyond just Photoshop.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            5 image production assignments requiring Intermediate/Advanced PS skills (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Results are unusually high. Students work very independently on multiple assignments that use their own imagery for completion. Desire and detailed instruction allows for both success and creativity.</p>	<p><b>Enhancement:</b> None. More assignments allowing choices of which assignments a student might like to complete could be popular, but would not have an affect on the outcome. Small class size and level of skill is allowing high success. (02/24/2016)  <b>Follow-Up:</b> Faculty needs to stay current with updates to the Photoshop software used in the class. Completion rate remains high. Ideally, the class would not be "stacked" with the 58A however, intermediate and advanced students reinforce their skills when helping the 58A, beginning students. Not enough sign-up for advanced therefore it is necessary to "stack" with 58A. (04/13/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            This is a small class taught in combination with the beginning Photoshop class. Students are more advanced, involved and independent; work is of a high quality and very successful. (03/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Advanced level to enter class has insured success. High quality of imagery, ideas, and participation (small group adds to success).</p>	



# PHTG 60:Using a Digital Camera

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG60_SLO_1</b> - Apply basic digital camera handling skills to create images.  <b>SLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/01/2012</p>	<p><b>Project</b> - Assignment 8: Self-portrait plus best of semester</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            Assignment: Employ white balance setting on camera to correct for chromatic aberration. (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Consider changing the method of the assignment; possible better assignment design for better understanding and fulfillment of assignment objective.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2013-2014  <b>Target :</b> Target Met            Random selection of students and grades received for assignment(s). (04/18/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Overall success rate was above average with grades from 88-100%.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            random selection of 10 students showed success rate at 100% (B and A grades). (03/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> General reflection and analysis for all photography classes has been the need for student preparedness (coming to class on time, classroom participation, etc) and basic skills, particularly in reading.</p>	<p><b>Enhancement:</b> Will need to consider best method for students to understand WB settings. Additional reading and/or external web site links with explanations. (02/24/2016)  <b>Follow-Up:</b> Class is offered online only. It is the most basic digital class and provides primarily non-majors with instruction in using their cameras. (04/13/2019)</p>
	<p><b>Project</b> - Self Portrait plus best of the semester</p>		

# PHTG 7: Exploring Visual Expression

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>PHTG7_SLO_1</b> - Students will interpret and utilize the photographic medium as a means of communication.  <b>SLO Status:</b> Active</p>	<p><b>Presentation/Performance</b> - Final project presenting 5 finished images in an edited sequence. Camera skill, composition, and concept are considered.  <b>Comments/Notes:</b> The process was effective and the results were as expected. The results are easily measured.</p>	<p><b>Program Review Reporting Year:</b> 2014-2015  <b>Target :</b> Target Met            Both faculty used a depth of field assignment (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Reasonable success for many non-photo majors in General Ed class</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met            One faculty member used a written paper comparing and analyzing photos from a gallery or museum visit. The other faculty member evaluated practical experience with a "portfolio" of images demonstrating an understanding of how the photographic form can define and articulate feelings and meaning. (02/24/2016)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Noted ESL students enrolled will tend to score lower in language skills. Course fulfills GE standards and enhances cultural values and awareness. Majority of students are not photography majors.</p>	<p><b>Enhancement:</b> None at this time (02/24/2016)</p> <hr/> <p><b>Enhancement:</b> Continued assessment of assignments and material provided to enhance outcomes (02/24/2016)  <b>Follow-Up:</b> Multiple instructors teach the material in various ways. We also provide face-to-face and online delivery. Faculty individually work to bring the "magic" of photography to a lecture class with simple practical experiments such as sun prints. Class activities, although not official labs, continue to aid and support students grasp of material. (04/13/2019)</p>
		<p><b>Program Review Reporting Year:</b> 2012-2013  <b>Target :</b> Target Met            Final slideshow presentations are acceptable; a small number are above average to excellent. (03/12/2014)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> General reflection and analysis for all photography classes has been the need for preparedness (coming to class on time, classroom participation, etc.) and basic skills, particularly reading. Students MUST understand the Advisory for this class and the basic reading and writing skills required.</p>	
		<p><b>Program Review Reporting Year:</b> 2011-2012  <b>Target :</b> Target Met            The process was effective and the results were as expected. The results are easily measured. (11/23/2012)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The results</p>	

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

support what we are doing in the classroom. Course assignments remain flexible to stay current with changing technology and inspiring trends.

# PHTG 77:Special Projects in Photography

*Student Learning Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**PHTG77\_SLO\_1** - Students will create an individual photographic project.

**SLO Status:** Special Projects

# PHTG 78Y:Special Topics in Photographic Studies

*Student Learning  
Outcomes (SLOs)*

*Assessment Methods*

*Assessment Data Summaries*

*Enhancements*

**PHTG78Y\_SLO\_1** - Analyze a special topic relative to photographic studies.

**SLO Status:** Course Not Currently Taught

**Outcome Creation Date:** 03/11/2014

# Assessment: Course/Service Four Column



Dept - (CA) Euphrat Museum of Art

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No data found for the selected criteria.