



# WEST LOS ANGELES COLLEGE

## Course SLO Assessment Tool

*Note: Please use a separate form for each Course SLO assessed.*

<b>Semester</b>	Fall 2012													
<b>Faculty Name or Team Names</b>	Alice Taylor													
<b>Course Name and Number</b>	Art History I; Art 101													
<b>Course SLOs &amp; Criterion Levels</b>	Check Box Below	<b>Please list all course SLO(s), and mark the one that was assessed.</b>												
	x	<b>Course SLO</b>							<b>Criterion Level</b>					
		1. ...deconstruct the impact of a work of art in terms of its appearance.							At least 70% of students who are assessed will achieve this course SLO.					
		2. ...relate an ancient Egyptian, Mesopotamian, Greek, Roman or medieval work of art to the culture in which it was created							At least 70% of students who are assessed will achieve this course SLO.					
		3.												
	4.													
<b>Mapping Course SLOs to Program SLOs</b>	Course SLO	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8	PSLO 9	PSLO 10	PSLO 11	PSLO 12	
	1	x	X	X		X								
	2		X	x		x								
	3													
	4													
<b>Mapping Course SLOs to Institutional SLOs</b>	Course SLO	ISLO A	ISLO B	ISLO C	ISLO D	ISLO E	ISLO F	ISLO G	ISLO H	ISLO I				
	1	X	X										x	
	2	X	X					X					x	
	3													
	4													
<b>Assessment Instrument</b>	<b>Select the assessment designed to determine how well students achieve the SLO. (If more than one assessment instrument was used, copy and paste the Assessment Instrument and Rating/Rubric Scale sections to provide the additional information).</b>													
	Check Box Below							Check Box Below						
		Written exam							Presentation					
		Multiple choice exam						x	Portfolio					
		Essay/Research Paper							Department exam					
		Case scenarios							Skill evaluation					
	Other:													
<b>Rating/Rubric Scale</b>	<b>Describe the criteria for each value/rating.</b>													
	4	Criteria description: Student points out a visible feature and explains how it contributes to the impact being discussed. (outstanding)												
	3	Criteria description: Student points out a visible feature which contributes to the impact being discussed. (proficient)												
	2	Criteria description: Student points out a visible feature without a clear connection to the impact being discussed. (meets standard)												
	1	Criteria description: Student alludes to a visible feature of the artwork, with a clear connection to an impact of the artwork. (nearing adequacy)												
0	Criteria description: Student does not allude to a visible feature of the artwork, or does so without a clear connection to an impact of the artwork.													



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	(does not meet standard)
<b>Report of Data</b>	<p><b>Report the number of students assessed and the scores they obtained.</b> Of the 26 students who submitted a sample discussion in the sixth week of the class, <i>the breakdown of the scores was: 9 (4s), 4 (3s), 1 (2s), 1 (1s) and 11 (0s).</i></p> <p>At the end of the semester, 26 students submitted sample discussions, and the breakdown of scores was 16 (4s), 2 (3s), 3 (2s), 4 (1s) 0 (0s).</p>
<b>Interpretation of Data</b>	<p><b>What is your interpretation of these results? Include your conclusion about whether the students achieved the criterion level.</b> Over the course of the semester, students internalized the idea that their own observations are valid and valuable. No one who persisted to the end of the course was unable to relate what they saw to their reactions, and most were able to point out specifically what formal elements contributed to their reactions to a work of art. The shift in students who were able to do this suggests that Art 101 is effective in achieving SLO #1.</p>



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<b>Actions Planned</b>	<p><b>Based on this assessment, what will you change (related to pedagogy, instructional methods, or materials) the next time the course is offered?</b> I suspect that SLO #2 is more difficult, and will assess that in my next art history course. This will require an additional rubric and some instruction on the relationship of formal analysis (SLO 1) and contextualization (SLO 2).</p>
	<p><b>Based on this assessment, what formal changes to the Course Outline of Record (if any) do you propose to improve student learning for the SLO(s) assessed?</b> 70% scored at levels 3 or 4, suggesting that 70% may be too low a target for this SLO. I'd want to assess more sections before suggesting a change.</p>
<b>Actions Taken (if applicable)</b>	<p><b>What changes have been implemented based on the previous course assessment?</b> In past assessments of this SLO, I recognized that students would profit from a clearer focus on formal analysis as a major take-away in art history, so I introduced the grading rubric earlier in the term.</p>
<b>Faculty Dialogue</b>	<p><b>What information are you sharing (e.g., assessment methods, rubrics used) with other faculty? When have these robust dialogues been held? What is the plan for dialogues for next year?</b> I am the only full-timer teaching art history or art appreciation at West. In the course of developing these SLOs for the art history and art appreciation classes, I emailed drafts to all the adjuncts, along with my grading rubric. One adjunct shared the rubric he uses. All agreed to the SLOs before they went into the COR. I worked with Lucy Blake on using this form, and we are comparing our outcomes. As ESL 6 classes are paired with my art history classes, I have reviewed the SLOs with Nancy Sander, and we have worked together to scaffold student understanding of the meaning and value of formal analysis (SLO 1).</p>
	<p><b>How are you sharing this information? (e.g. Divisional Council or Division Meetings)</b> At the November 7 2012 Humanities and Fine Arts Division meeting I lead a discussion of SLOs, giving examples of how measuring them has helped my teaching, and suggesting that assessing SLOs in our many sequenced courses would help students complete them. At the first faculty meeting of the new semester, I plan to share this form with the Humanities and Fine Arts faculty.</p>
<b>Faculty Reflection</b>	<p><b>What changes would you suggest (if any) to the outcomes process? Please share any general comments on the process and/or results of assessment that you would like the SLO Committee to know.</b> These forms, pre-populated for each</p>



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	<p>course taught, should be available on the college website and all faculty should be required to fill out at least one for each section taught, each semester. Samples, or even all forms submitted, should also be available at the SLO website. Chairs should track them and assign specific SLOs as necessary to ensure that all are regularly assessed. The college could provide clerical support for this tracking.</p>
<b>Sample of Student Projects</b>	<p><b>Submit sample student projects—essays, research projects, skill evaluation forms, department exams, papers, or written exams—to illustrate scores according to the rubric (if available) to Todd Matosic, WLAC SLO Coordinator.</b> Submit one sample for each value on the rating/rubric scale. Please remove student names from the samples. Attach to this form or email as attachments to: <a href="mailto:matosit@wlaac.edu">matosit@wlaac.edu</a>   Todd Matosic mailbox #169A   CE 213   Phone (310) 287-4213</p>

For additional SLO information, visit <http://www.wlaac.edu/slo>

For additional information, contact: Todd Matosic (310)287-4213 | CE-213 |

[matosit@wlaac.edu](mailto:matosit@wlaac.edu)



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#### Sample of Student Projects

*...deconstruct the impact of a work of art in terms of its appearance.*

4—uses observations of the artwork to explain its effect

The pharaoh Tuthmosis IV looks stable because his knees are on the ground. Also, he is reliable and powerful. His back is straight, his shoulders are very strong, and his eyes look up toward the gods in dedication as he is palming something to offer like bowls. Moreover, his facial expression is stately. These features indicate his power.

3—makes observations of the artwork which suggest an unnamed effect.

Standard of Ur-Peace

In this piece of art, the king is depicted as the biggest person there amongst the rest of the people. I noticed that this art piece depicts the different stages of class or status. For instance, the bottom portion seem to be slaves. They are either working or carrying gifts to give the king. The middle section depicts farmers and it seems they are leading their animals and give them away as gifts for the king as well. The top section depicts the highest class or status of people sitting down, drinking or toasting to the king.

2—makes observations of the artwork, but does not connect them to an effect.

How Greek art reflects an individual's experience

There are some points in this reliefs that are visible this is single person's experience. For example in this relief we mention to the man in the right who looks up and holding something like cane in one hand. The single sculpturing was familiar with all human body. He knows every details like the muscles on the bones, skin on the muscles and also follow the correct measurements of whole body and every small parts. He knew the leg and head positions in strained movements. it shows in the neck which was stretched up and the right leg is trying to step. He was spending times to create the three dimension of the relief. This is a single person's experience and the common can't do such work. It could be caught in person with many style observation in human body.

1—alludes to the appearance of the artwork, in support of an effect.

Point out Greek-style ornament in the Colosseum.

Both the Greeks and the Romans built large amphitheaters and public places of worship. These buildings made extensive use of white marble for their decorative work, and have similar basic layouts that feature extensive use of columns. The Roman Colosseum have decorative columns carved in the Greek style, with the illusion that the columns, rather than the arches, hold the building up. The Romans used Corinthian columns style in Colosseum which is Greek style.



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0—does not allude to a specific

The Lindisfarne Gospels

I think this book is very useful for everybody who want to know from the book, it has nice cover and picture to help people who do know how to write or read the Latin to understand what the story is talking about.