Date: 1/20/2014

Name of Person Reporting: Deborah Paulsen
Name of Department and/or Discipline: Arts/Media/Humanities

1. What courses/certificates/programs have you assessed this past semester?
Art 111 History of Contemporary Art
Art 185 Directed Study
Art 201 Drawing II
Art 205 Life Drawing II
Art 206 Life Drawing III
Art 300 Introduction to Painting
Art 304 Acrylic Painting I
Art 305 Acrylic Painting II
Art 700 Introduction to Sculpture
Art 702 Sculpture II
A.A. in Art
A.A. in Painting and Drawing

Cinema 04 History of Documentary Film

Humanities 01 Cultural Patterns of Western Civilization
A.A. Humanities

MM 200 Digital Imaging
MM 220 Illustration for Multimedia
MM 310 Interactive Multimedia for Education and Business
MM 320 Web Design
MM 340 Vector Graphics
MM 350 Web Design II
MM 400 Introduction to Experimental Animation
MM 640 Digital Video Production: Digital Editing

Music 141 Jazz Appreciation

Theater 100 Introduction to Theater
Theater 271 Intermediate Acting
2. **Summarize the analysis of your assessment results for the fall semester course assessments in your area. Did the students achieve the established benchmarks (standards for student success)?**

Since many of the benchmarks were exceeded, many were raised from the standard 70% this semester; one benchmark in Humanities was lowered by figuring the average of two assessments.

**Art 111:** Students who did complete the assignment exhibited a solid understanding of the architectural material. The instructor states that the course SLO should be revised to exclude Modern Art and the course should only focus on 1960 and later. The instructor also wants to exclude architecture, since he does not consider it art.

**Instructor states:**

“A better assessment for a course like this would be to develop the students ability to identify and comprehend the elements that make up our post-modern world and art. Or to have them be able to understand the work of Duchamp and how his artistic achievements color the history of post-modern and contemporary art styles.”

Benchmark was not met because the instructor did not “skip” students that did not turn in assignment. I have contacted the instructor and asked him to adjust the assessment with the “skip” feature utilized.

**Art 185:** Instructor states student success for her assessment:

“Students all tried their best to create the most solid series they could to take out into the world and exhibit later. Three of the seven were accepted into professional shoes outside of our college. One student continued the last portion of her $50,000 grant to develop women's spirituality in outside of our college workshops. The student has been working with me for the 7 years of her $50,000 grant to create the prototypes for the workshop. Another student emerged from a previous series and into a new direction (a time of metamorphosis). Two other students went above and beyond the agreed upon project to create 5 paintings during the term in cohesive, independent styles with exemplary outcomes. I'm pleased with this group of Directed Studies. No changes necessary.”

Benchmark was met.

**Art 202:** “Several of the students enrolled in class did not do this assignment. The students who attempted the assignment scored higher than the average benchmark of 70%, but only 9 points higher. Only three students scored exemplary. I want to have a higher percentage passing at an exemplary level in the future.”

**Art 205:**

“Most of the students were able to explain their formal choices in communicating their concept, but their major weakness was in choosing an appropriate composition. Most students simply placed the figure in the center of the rectangle, using symmetry to achieve balance, no matter the concept.

This may be due to the examples that they studied most closely: Giacometti, Bacon, and to some extent Egon Schiele. Even though other examples were provided of non-symmetrical compositions, their analysis was not required, but offered as extra credit, due to time constraints. The color and value choices were fine for most, but one “unacceptable” can skew the results due to sample size. Almost all did well with mark-making. The minimum benchmark was met.”

**Art 206:**

“Students did well and reached the benchmark. For the most part they were able to explain their choices, and the choices did reflect their content, but many did not finish the project, or they failed to create something that reflected the amount of time allowed for the assignment. Many students did not meet deadlines on the sketch and study part of the assignment. Although many of the pieces met the requirements, the overall quality was deficient. This is a question of taste perhaps, and therefore subjective, and not really measurable by a rubric.”
Art 300:
"Under the Application of technique, all students did well: 1 student scored 100%. 1 student scored 95%, 6 students scored 90%, 1 student scored 75%; 90% of students randomly sampled scored in the A category. All students sampled got 100% for staying in their color families during the color mixing. These students all scored above the bench mark for the assignment, with most in the 90% or above category."

Benchmark was met.

Art 304:
"Of the students who have met their deadlines and finished their work, a large percentage 93% have created works in an exemplary manner. The critique format has been a strong avenue for improving works. The critique helps keep the student on task and finishing. I had two students in this sample who struggled to regularly attend class but finished 4 of five paintings during the 15 week course. The course is well designed and with a critique scheduled every 3 weeks there is a good structure. I meet one-on-one each week and provoke growth in each individual work. This has been a successful methodology for the course."

Benchmark was met.

Art 305:
"Overall 91% of the students finished the course with due diligence. This course with extra research and supplemental readings is the most demanding of all the painting courses. Time is tighter for this group. I need to pare it down time wise. I see the last project was very good, but needed one more lesson on presentation of the Conceptual idea. A former student returned to tell me that at his 4 year college (Otis Art Institute) is was this Art 305 course that put him in the competitive top of his class where he can "hit the conceptual ideas out of the ball park." I am pleased at the importance of this course in the student's ability to compete after LAMC."

Benchmark was met.

Art 700:
"The characters and the papers were very interesting, because some of the students had already worked on their ideas for their characters years ago in drawings and such, which made it a pleasure from them to get to bring their drawings to life through the sculpture and written portion. Other students did not have pre-developed characters, but creativity and imagination definitely emerged.

Students did best on "Ideas," since they created a character and needed to describe it, students really seemed to enjoy this type of writing and did very well. They had a topic that they were familiar with, their own art and were able to be articulate about their ideas for it. Students scored lower in three areas: Focus and Thesis, Evidence and Organization."

Benchmark was met.

Art 702: Instructor states issues with enrollment and degree approval, (see assessment for more detail). Benchmark was met.

A.A. in Art:

"Strengths were that faculty got together to discuss their assignments and solutions to helping students write better. This was the first time that we have used the rubric that aligns with the Aesthetic Responsiveness ILO, so instructors were seeing how their assignment and student performance measured up. Many want to revise assignments, refer to the writing center or add a prerequisite. Most of the Art History courses currently have an Advisory of English 101. Studio classes have no writing pre-requisite."

Benchmark was met.

A.A. in Painting and Drawing (assessment #1):

"There are a couple of concerns with the assessment. Two of the painting courses included in the matrix, should be removed from supporting this PLO or the SLOs for the courses should be revised. Although the courses supports elements and principles of design, since these are advance level courses, I think it is assumed that the students would be applying them and the focus of these courses are more conceptual.

Some assessments purposely did not utilize the rubric system that provides the overall benchmark score, this is a problem and faculty will be encouraged to use the system as it is meant to be utilized.

MM 100 needs to be reassessed the assessments are three years old now, and should have been assessed.

Another concern is that none of the drawing or painting classes has noted any self-reflective comments for improvement. Faculty should be encouraged to be self-reflective, and seek out solutions and resources.
The two classes that seemed very concerned about the quality of the student's ability to meet the SLO were the design courses, Art 501 and 502. The Multimedia classes seemed concerned and one offered a solution to the problem while the other did not, this may be due to the assessments being out of date with the old SLO form being utilized and there was not a box to fill in for curriculum modifications or resource requests.

None of the classes requested resources.

Benchmark was met.

A.A. in Painting and Drawing (assessment #2):

"Instructors Assessment Analysis for capstone course:

"There was a very high level of work from the students. Only one adequate student and one failing student who did not complete any assignments."

Rubric should have more than two criteria and include color theory to give more insight and better align with PLO. Instructor could give a more in-depth analysis and offer self-reflective suggestions for improvement of the course.

A.A. in Painting and Drawing (assessment #3):

"Assessment by instructor for capstone course:

"The advanced painting students (work) was adequate, but several of them did not maintain their theme or execute the work with greatest skill."

The benchmark for this SLO and PLO will be adjusted to 80%. Assessment for the capstone course lacks in-depth analysis, and does not offer a solution to the problem of painting skill or theme being maintained.

One of the issues with this degree is that degrees are rarely awarded, in-fact the unit plan system does not differentiate which Art degree was awarded. Most students majoring in Art do not earn the A.A. in Painting and Drawing degree, because of barriers of completing the GE sequence, or transfer to CSU and private schools with out it.

With the new TMC degree being emphasized, we should consider complementing this degree with a Certificate. That way students could leave LAMC to further their education with an acknowledgement of the group of classes in art, even if they do not complete the GE requires for the A.A.

The benchmark was met.

Cinema 04:

"There was too great a gap between the students who "got" the assignment, and therefore got an A, and those who turned in an unsatisfactory assignment. This may be due to the sample size."

The benchmark was met.

Humanities 01 (assessment #1)

"The benchmark was not achieved. Students often had errors in their grammar and wrote weak introductions and conclusions. There was not enough detail in their essay exams. Many of the students did not write a comparison contrast essay."

Humanities 01 (assessment #1)

"I think the students overall explained their ideas in a clear and concise way. I think the papers were structured in a linear and clearly understandable way for the most part as well. I think the weakest parts of their papers within the assignment was how their Western experiences directly correlated with those of people in a non-Western culture. I believe their ideas and evidence were inexact comparisons and my assessment of their argument suffered as a result. However, I think I can better prepare them to answer this in the future, now that I am aware of this, by providing a clear example of what I require."

The benchmark was met.

A.A. in Humanities (assessment #1):

"Three of the assessments for this PLO mention issues or weaknesses with the students thesis statement. Even though degree has been modified to better match the CSUN, B.A. Degree, we have not awarded degrees to date."

The benchmark was met.

A.A. in Humanities (assessment #2):

"Faculty are concerned about the writing skills of their students. Some assessments need to be more rigorous and detailed."

The benchmark was met.
Multimedia 200:
“Students’ final project was overall well executed and presented using professional materials and methods. However, some portfolios lacked a coherent style. Improvements will be made in researching artwork earlier in the term to help focus their interests.”
The benchmark was met.

Multimedia 220:
“Most students did well with this assignment. There were in class demonstrations of techniques for drawing for accurately reproducing the visual appearance of the chosen portrait using angle sighting, negative space, use of a grid, and drawing directly on transparent glass, exercises with Illustrator and Photoshop. Most students felt the video on caricature techniques was instructional and inspirational. Some students struggled with the accuracy of their drawings. It would be beneficial to spend more time in class on basic “seeing” and drawing techniques.”
The benchmark was met.

Multimedia 310:
Overall, students performed well on each stage of this project. Most of the high scores were in the conceptual area as a result of proper project planning by the students. Lower scores occurred in the Multimedia Design area, most likely the result of student’s lack of knowledge in art and design concepts. Language continues to be an issue with students overall. Proper grammar and composition seem to be a big problem with most students, and few are writing at college level.
The benchmark was met.

Multimedia 320 (assessment #1):
“This assessment is based on students putting the design and development cycle into action. Many students struggled in the Design Layout Principles criteria mainly because they did not have prior Multimedia 100 experience. It is extremely helpful for students to take the beginning Photoshop course which details design concepts. Many of our students have never been exposed to the elements of art and design and they tend to struggle. Overall students did well on these assignments and many took very organized notes along the way, which is something I emphasized from week 2. We actually had a lecture on proper note-taking in a college setting because most of students lack this skill.”
The benchmark was met.

Multimedia 320 (assessment #2):
“Most students did very well on this assessment. One issue was, not understanding a concept of foreground and background image and what the proper use of this is in the Web Development stage. The other challenge was, understanding the Float concept in CSS. These two topics are difficult for new Web Designers to understand because they take a bit more planning prior to building a layout within the design program. Once students understand Float and Back Images they usually perform well in the next phase of the class.”
The benchmark was met.

Multimedia 320 (assessment #3):
“Many students struggled with the Planning Process on this project. Students that did well were ones that shared their progress with fellow students and received valuable feedback from both instructor and students. They were supposed to create an online planning wireframe and many students did not follow the proper procedure. Many examples were given to students. However it seems a good amount did not fully understand how to put together the planning wireframe.”
The benchmark was met.

Multimedia 340:
“The benchmark was achieved but I still feel there is a lot of room to improve in terms of oral presentation. The main challenge I find in student critiques is to keep the whole class engaged for the required amount of time to go through all of the projects.”

Multimedia 350:
“The scores were pretty even for this assessment. Student strengths were in the Organizational Skills area and that is imperative because they will need the lessons learned from that in the professional web design/development arena. I think they did well in that area because I emphasized their use of the Organizational Planner and Calendar to keep track of their progress. Almost every student used this method and it proved successful in their project outcome.”
The benchmark was met.

Multimedia 400:
“The students who had time to integrate sound into the final animation project most often had the means to accomplish this at home. Many students worked so hard to get the visuals just right (the final project requires 360
unique images to make a 30 second project), they simply did not have time to record and add sound. Of these
students, many had designed the sound (music and/or effects) they were going to use, but did not have the time
nor the means to accomplish this."

The benchmark was met.

Multimedia 640 (assessment #1):
Across the board the students did well with this project. Between the rough cut to the fine cut (which is being
assessed here) they really improved, and demonstrated understanding of editing from a technical level and the
editing of a narrative scene on a conceptual level.

The benchmark was met.

Multimedia 640 (assessment #2):
“The greatest challenge was for students to effectively suggest the movie’s set-up, main characters, conflict, and
themes without just recapitulating the movie in micro form and by doing it in a three-act structure. The
benchmark was exceeded; with this assignment, students made their greatest leap forward in understanding the
power of editing to communicate ideas through the juxtaposition of material.

The benchmark was met.

Multimedia 640 (assessment #3):
“The benchmark was achieved but results could stand to be improved. Students did well on a technical level, but
fell short on the conceptual level.”

Music 141:
“The students exceeded expectations and surpassed the benchmark standard by 20%. The average score of the
assessment was 90% and the benchmark was 70%. Students were most successful in the parameters of
identifying song title (93%) and genre (93%). They were also successful overall in identifying the performer's
name (69%) and the performer's instrument (84%). Many students demonstrated an excellent grasp of
recognizing the elements of jazz repertoire. Some students had difficulty recognizing some elements, such as
the performer’s name or instrument.”

Theater 100:
“At 98% average this group of students went far beyond what I and even maybe they expected.”

Theater 271:
“The lowest average is under Voice Qualities at 82% well above the benchmark of 70%. This class is made up of
students who want to learn the craft of acting at a higher level and so their scores reflect a high level of
achievement.”

3. Based on the discussion and analysis of your assessment results, what changes
have you made or do you plan to make?

Art 111: Instructor wants the SLO revised to exclude Modern Art and Architecture:

“I think focusing specifically on art and attributes and themes of contemporary art would better serve the SLO
and the students. An SLO that engages post-modernism or the work of Duchamp or Cage would be a better
utilized.”

The course was based on outlines from our sister colleges and developed under
consultation of another adjunct instructor. Now that we have hire a new full-time art
historian, it will be up to him to consider revising the course content. Examination of
CSUN’s History of Contemporary Art class does support suggestions made in this
assessment.

Art 202:
“I plan to give twice as many weeks, if possible to drawing in class, so that I can hands on improve drawings
during the class itself. I will also assign anatomy homework to supplement the drawing.”
Art 205:  
“The obvious answer here is to spend more time on non-symmetrically balanced composition, and provide more time for students to practice the effects. Another issue is that students are taking this advanced class without yet having 501 Beginning Design where compositional strategies are stressed. Most colleges require Beginning Design as a prerequisite for any other art class, but especially the advanced classes such as this one. What should therefore be review must then be taught from scratch, and there really is not enough time.”

Art 206:  
“What is needed is more time to deal with in progress critiques, lecture, and analysis of art historical examples. More time is not justifiable when dealing with 5 students out of 30.”

Art 305:  
“Allow one more week for discussion of presentation on the Conceptual Final project. Students all had good ideas, but their execution of the presentation was not on mark. I can lower the grading rubric next time, or lessen the amount of time on the first Literal work, which is usually the most contrived.”

Art 700: “Give the students more direction on writing the papers. I could provide examples and ask some directed questions regarding the "purpose" or back ground of the characters. Since the benchmark was met at 79%, I will raise it to 75%.”

Art 702: “Continue to push for the Certificate as described above. I strongly feel that this class is too difficult to teach with one student for the reasons described above. Open more sections to feed into this upper level course.”

A.A. in Art:  
“We have hired a new FT faculty member in Art History. I will discuss with him the pre-requisite idea and ask him to modify the classes as they are updated or sooner as needed to consider adding the desired pre-requisite.”

A.A. in Painting and Drawing (assessment #1):  
“Consider removing the 305 and 306 from this PLO on the mapping plan, the SLOs do not directly support the PLO. Raise the benchmark to 80%. Encourage faculty to utilize the on-line system to the fullest, by entering a rubric, so that we can check benchmarks and create PLO assessments. Encourage faculty to be more self-reflective in their assessments, since there is always room for improvement.”

A.A. in Painting and Drawing (assessment #2):  
“SLO for course should be better aligned with PLO. Benchmark for SLO should be reset to 80% to better match what students can achieve.”

A.A. in Painting and Drawing (assessment #2):  
“Encourage faculty to complete more detailed and meaningful assessments. Add a Certificate in Painting to complement AA degree.”

Cinema 4:  
“Improve the gap between my low scoring and high scoring students.”

Humanities 1 (assessment #1):  
Have an early quiz that is short answer that may give indications about students with writing problems. Refer them to the Learning Center for tutoring.

Humanities 1 (assessment #2):  
“I believe that I could a better job communicating the amount of evidence I am looking for when assessing the student papers. I think that was the weakest part of their approach, given that I liked their ideas and their organization. The assignment required them to specifically compare aspect(s) of Western culture, with that of a non-Western culture, and I think that providing a specific example (perhaps by providing a sample paper) would allow them to see exactly what I mean and also achieve greater overall success with the assignment.”

A.A. in Humanities(assessment #1):  
“Make a suggestion to the instructors that they would schedule library workshops for there class. Send out a survey to students regarding the program to further gage the need or lack there of.”
A.A. in Humanities (assessment #2):

“Notify instructors more clearly about what resources can be offered by the library and LRC. Send out student survey to gauge interest in program. Continue to work with faculty on assessment methods.”

Multimedia 200

“The lecture and demo on using type in Photoshop and Illustrator will be conducted the week prior to assigning the Magazine Project. The Masking and Retouching lectures will be expanded to include additional advanced techniques. These techniques are very current. They were typed and distributed to students, then demonstrated in class. More in-class practice is needed. Students will be provided additional in-class lab time to practice these techniques.”

Multimedia 220:

“Add at least one extra week for this project for drawing instruction and practice. This assignment has a pretty broad scope and takes time to master. It is more of an introduction than an in depth study.”

Multimedia 310:

“An initial assessment of Multimedia concepts will be conducted at the beginning of the class, coupled with required research and a presentation on current design movements.”

Multimedia 320 (assessment #2):

“Spend a bit more time working with students to make sure they get the weaker points of the assessment. Another would be an additional Video screencast tutorial that is just focused on those two elements.”

Multimedia 320 (assessment #3):

“A video tutorial on the planning process and how to format the wireframe properly will need to be added to the course content.”

Multimedia 340:

“Have students do the presentation and critiques in smaller groups. The remainder of the class can work on other projects.”

Multimedia 400:

“The time spent in class for instruction is already very limited. Exploring the possibility of requiring a course in sound editing (either as a prerequisite or co-requisite) might help. This way, students will already know how to record the sound and how to edit a final piece with sound. Another possibility would be to cut one of the weeks used for production to give a ‘crash course’ in sound acquisition and editing. This would require a longer lead-time for working on the final project. Sound design could be integrated with the storyboard assignment.”

Multimedia 640 (assessment #2):

“This semester I began the course with a simple montage project to get the students' feet wet in editing. I plan to re-order the projects so that the course begins with seamless continuity editing of narrative scenes, and then moves to montage-based editing. I believe that putting that simple montage project after the narrative editing will be a more effective segue into this trailer project. In the course of critiquing the students' work I myself have also improved in my ability to articulate the way content is structured in the trailer form, and I believe that will also improve student outcomes in the future.”

Multimedia 640 (assessment #3):

“Better explicate the nature of the visual essay, and how to express complex ideas by juxtaposing moving image material.”

Music 141: There was a discussion to revise the SLO to create a more authentic assessment that is based on a work product, rather than an exam that does not include writing.
4. **Follow up on previous assessments:**
   (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?
   (2) How have the findings led to improved student learning and the achievement of the college mission?

   Most of the assessments were first time for the SLO.

5. **How have the results of your assessments been shared and discussed among the members of your program?** (Provide dates and any minutes of meetings as evidence.)

   We discussed last Spring’s results at the SLO Summit this Fall 2013. I will distribute this report and we will talk about it at our departmental faculty meeting this Spring.

6. **How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**

7. **What resource requests are planned as a result of the assessments?**

   **Art 111:**
   “I think that it would be good for the school to expand their DVD collection. The school should have DVDs are about contemporary art of life. I think that it would be good for the school to have PBS's ART21 series. I think that "Sketches of Frank Ghery" could be a good addition if architecture should continue to be covered.”

   **Art 205:**
   “201 and 501 should be required prerequisites for all art and multimedia classes, but I do understand that this may be impossible due to program and enrollment concerns. Short of this, 201 and 501 should at least be an advisory on any advanced classes. Another issue is the bundling of three sections of life drawing in one class, though again there is a practical side to this, in that 205 and 206 would not fill on their own. There is also the problem of a model budget that can't support two classes if we were to split 204 from 205 and 206. Ideally I would like to see 205, 206, and a 207 (?) as one class and 204 a stand-alone class. I am not advocating the elimination of 205 and 206 since both are required to develop fluency in a very difficult subject, and would adversely effect student achievement. Perhaps a paid student worker or aide could supplement instruction by supervising the beginning students and the model while I am introducing advanced students to beginning design concepts.”

   **Art 702:**
   “More hours for the schedule, we need two sections of 3D to help move folks to the upper levels of Sculpture.”

   **A.A. in Painting and Drawing (assessments #1, #2, #3):**
   We need our new building to open. We need updated computers, software, equipment and facilities...we have been teaching many of these classes out of temporary buildings for 8 years now, our classrooms are overcrowded and administrating continues to push for higher enrollment limits.

   **Cinema 4:**
   “Tutors in writing.”

   **Humanities 1 (assessment 1):**
   “Tutors.”

   **A.A. in Humanities (assessment #1):**
   “More professional workshops on teaching writing would be good for faculty to attend. I think many of us get so
excited about the topic, but then perhaps do not put enough work or support into teach what we think makes a good paper.”

A.A. in Humanities (assessment #2):
“Professional development workshops that could encourage how to teach writing in Humanities Courses”

Multimedia 220:
“Continued access to the space in multimedia classroom for drawing exercises.”

8. **Have the assessment results been posted on the online system?**

Yes