

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Fine Arts

Assessed: 2020-2021

Learning Outcomes Statement

Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 120 sections and resulted in a total of 2,050 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
4	Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.	1,880	91.71%

List of courses where outcomes were mapped to the GEO (30 Unique Courses).

ART-100		
ART-102		
ART-103		
ART-120		
ART-121		
ART-124		
ART-175		
CIS-111		
ENGL-152		
ENGL-232		

Use of Results/Proposed Actions – Individual Submissions

1	Although this was a particularly challenging term in teaching acting without meeting in person I was able to use alternate forms of education, namely more video, to demonstrate different forms. Zoom also allowed us to analyze texts together more than we had before. We also were able to touch on voice acting more than we have before. I will be incorporating the variety of this term into future terms.
2	As this is a rehearsal and performance class I cannot wait to get back to in-person instruction. As it was getting through a year of what would normally be an in-person section with only two students not meeting the target levels for SLOs is a minor miracle. We did learn that table reads over Zoom and streaming performances are very advantageous and we will continue these practices.
3	As this is usually an in-person class everything from registration to adds to content is in flux. Analyzing texts worked well but normal in-person activities were difficult to accomplish. I will be looking for different methods for this class as long as it is online.
4	Because students struggled with writing a strong thesis and adequately developing their ideas, I dedicated time to share examples and work one on one with students using instructional strategies. In addition I provided students with a full expanded glossary of terms.
5	Create more opportunities to learn skills online.
6	Develop more techniques to engage students in asynchronous environment. Piloting an Honors section of this online class this Fall (2021).
7	During the COVID pandemic students did not have access to the resources necessary to complete the assignments.
8	I altered the assignment structure from last year to this year which helped immensely in keeping both students and the instructor more on task. Generally student engagement was higher and there were more students focused throughout the term. I am considering altering the final assignment to allow for analysis of more traditional elements or current analysis.
9	I believe that the GoReact tool is perfect for several assignments for this section moving forward. As I came to understand what it does late, I will study its application more.
10	I found that putting an emphasis on communication and student interactions pays off. I also found that varying the method of information delivery helped engage the students more than before. I will look to employ these methods when we get back into the physical classroom. I also experimented with items like Kahoot and feel more comfortable in using it now.
11	I have developed several worksheets which are concise and have seemed to improve the students ability to grasp these concepts. I continue to use them in future semesters.
12	Large class size hinders learning and reaching students who struggle with material.
13	Many of the numbers reflect the fact that four people didn't return the exam. They were given several opportunities to make it up and chose not to. I will continue to provide detailed materials for them to draw from and lecture based on those materials. The feedback I received from the majority of the students said the appreciated this approach and attention to detail.
14	More training for faculty to assist with the computer aided design efforts for students. Perhaps provide computer programs for students to use. Integrate photographing artwork into the SLO.

15	My students did very well in light of recent events. I had to do a lot of course restructuring but it was helpful for future classes.
16	Review SLO for improvements.
17	Students did great this semester - especially considering how difficult and exhausting DL can be. The students who failed the class and to meet SLOs were mostly those who stopped attending class or who stopped participating.
18	There are certain assignments, such as video quizzes, that I altered the delivery method on that I will be keeping. Checking in on the paper/presentation assignment continued to be effective during quarantine.
19	This class had the advantage of doing an extraordinary amount of table work with their scripts. I think that I will look into more written assignments to utilize this in the future.
20	This course covered two plays which were recorded for editing and playback via streaming. I cannot commend the students and staff high enough for their dedication and flexibility in staying on task and getting these projects finished. I think that certain things, such as book work and character work, can still be done by Zoom I cannot wait until we get back to actually rehearsing and performing plays in person.
21	This process was a great success with the students. As a department, we need to find a way to integrate getting back on stage with finding new works. Perhaps something where we do four readings in addition to normal rehearsal would work.
22	This semester teaching ballroom online required using another teacher to help demonstrate correct placement of the hands and feet with a partner- this was well received by students and will further institute this action for online classes. Additionally, student feedback from the videos identified that students prefer seeing explanations filmed from the front, but demonstration of the movements filmed from behind as to "follow along". Next semester, i am going to expand upon discussion boards to look more heavily at the cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.
23	This was a unique situation where we are crafting a script for the upcoming Shakespeare video. We have rough drafts near completion and enough chunks of texts edited and ready to rehearse to set up the Spring semester. I believe that this section was wildly successful.
24	This was an accelerated (9 week) distance education class. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, written essays, museum visits, group work and conferences. Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. I was very pleased with the 100% success rate of meeting SLO 3 or higher rating but was discouraged that 3 or 4 students dropped the class midway through the semester.
25	This was an accelerated Summer (5 week) Distance Education class during the COVID19 pandemic. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, museum visits, group work and synchronous ZOOM conferences. There is a specific essay question on the final that addresses both of the SLO statements in this Likert. Students demonstrated that they could identify works of art, describe classifications,

	<p>analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained.</p> <p>Apparently students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history.</p> <p>For future consideration, since COVID seems to be over, I will probably change the Essay to visiting a real museum and possible-work the synergy of the Group Work Assignment</p>
26	<p>This was an engaged class over Zoom for intro to lit studies. Students attended regularly and participated in discussions of the readings quite well. We were way over the target of 75% (with a 91.7 success rate). All students passed the course, and most earned an A or B.</p>
27	<p>This was an unusual semester due to the COVID issue (Some students were directly effected by the pandemic in their families or themselves personally. The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including: group discussion, quizzes, midterm exam, final exam, written essays, virtual museum visit, group work and synchronous ZOOM conferences.</p> <p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions and create new conclusions and understandings not previously attained. There were specific SLO questions in the final exam where statistics were mined.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students really enjoyed the class and felt they learned a great deal. Many stated that the class enhanced their appreciation and perspective of Art History and also influenced their critical thinking as applied in other context and classes.</p> <p>For future consideration I will probably re-work the synergy of the Group Work Assignment and be more specific about requirements for the VIRTUAL Museum exploration essays. I also want to promote more one on one connections with the students.</p>
28	<p>While it was was in no way ideal, the use of canvas and Zoom for distance learning has opened my eyes to new ways that I can help the students learn about artists and talk about art. Also using the assignment feature has helped the students make better choices with deadlines has allowed me to give more personal feedback.</p>