

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome:** Fine Arts

**Assessed:** 2021-2022

***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 2021, Spring 2022, or Summer 2022 semesters. Assessments occurred in 276 sections and resulted in a total of 3,718 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.	3,359	90.34%

**List of courses where outcomes were mapped to the GEO (60 Unique Courses).**

ART-100	THART-145	
ART-100H	THART-147	
ART-102	THART-150	
ART-102H	THART-176	
ART-103	THART-179	
ART-105	THART-220	
ART-120	THART-221	
ART-121	THART-226	
ART-124	THART-245	
ART-126	THART-250	

ART-132		
ART-175		
ART-226		
ART-232		
DANCE-143A		
ENGL-109		
KIN/D-130A		
KIN/D-163A		
MULTI-100		
MULTI-150		
MULTI-211		
MULTI-250		
MUSIC-100		
MUSIC-101		
MUSIC-102		
MUSIC-103		
MUSIC-103H		
MUSIC-120		
MUSIC-132		
MUSIC-133		
MUSIC-135		
MUSIC-136		
MUSIC-141X4		
MUSIC-190		
MUSIC-195		
MUSIC-201		
MUSIC-202		
MUSIC-232		
MUSIC-233		
MUSIC-235		
MUSIC-236		
MUSIC-247A		
THART-100		
THART-108		
THART-109		
THART-120		
THART-124X2		
THART-133		
THART-134X4		
THART-140X2		

**Use of Results/Proposed Actions – Individual Submissions**

1	Art 120 was successful in reaching goals, exposing students to cultural sensitivity through design study and developing a sense of presentation and work work ethics. Moving forward, continue to teach awareness of the ways in which society, gender identity, cultural differences influence design.
2	Be more aware of non attending students, engage those students.
3	Be more aware of non attending students. Increase student engagement.
4	Because of the COVID pandemic, the students did not have access to the production space and did not have the opportunity to practice all the skills.
5	Changes are being made to address students "dropping off" at roughly the half way point. This drop off directly corresponds with the introduction of more complex software packages and topics.
6	class has aspects that worked well online, but progress was slowed without in person corrections on body alignment. This class would best be taught as a hybrid course.
7	Continue to develop ear training materials for the theory sequence, to include 20th and 21st Century techniques.
8	Continue to develop Honors online component.
9	Continue to engage students and develop composition skills.
10	Continue to engage students, continue to apply practical skills.
11	Continue to engage students.
12	Continue to explore scheduling options for this course to best fit student needs (5 week, 8 week, late start, hybrid, etc.).
13	Continue to keep course up to date with the latest updates within Adobe Photoshop.
14	Continue to recruit to increase student base. Work towards hiring Applied faculty.
15	Continue to track outcomes connecting to the mapping program level, GE, and institutional mapping outcomes descriptions
16	Continue to track outcomes connecting to the program level, GE, and institutional mapping outcomes descriptions
17	Continue with actively engaging students.
18	[NAME] was very enthusiastic and responded well to instruction throughout the term. I allowed him to choose many of the pieces and exercises that we covered, which definitely helped energize him to complete the tasks required.
19	Developing course materials for the Theory sequence.
20	Explore other options for the final project portion of this class. There are currently three fixed options and one open option. It would be valuable to explore other options.
21	For the first SLO I will need to introduce more examples of types of pieces so that there is a better understanding of form. The second SLO is very good. Most of the students understood the material. I think I just need to check for understanding more carefully.
22	I am working to determine the best place in our schedule to place the Online Honors section of this course. It was too rushed to have it be part of this 8 week section.
23	I experimented mid-term with posting my PowerPoints early so that students could take notes on the slides. This was a success. I am also going to organize my presentations according to unit modules. Both of these were items I picked up in the DE Certification class.

24	I will continue to reinforce this using my concert assignment. However, in the future I might put greater emphasis on going to a concert they are less familiar with. By doing this, I hope to engage them on a deeper level.
25	I will continue to reinforce this using my concert assignment. However, in the future I might put greater emphasis on going to a concert they are less familiar with. By doing this, I hope to engage them on a deeper level.
26	I will reframe the question that students missed and also add notes in the lecture to clarify.
27	Improvement was noted this term with the extension of the class from a condensed 8 week to a 17 week. The course is undergoing further refinement for the Fall 2022 term.
28	Look into possibly moving this class towards a hybrid model. During Covid, this class was done on Zoom and there were some real benefits to having it remote.
29	Low/No submission seems to correlate with new first time students. Early education on the rigor and expectations in this course.
30	Most all students demonstrated skills in understanding and evaluating art history, yet some had problems with written communication in essays especially and to a lesser degree in discussions. My plan is to emphasize resources for paper writing skills and be more interactive with discussion commenting.
31	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.
32	Normal social circumstances, post COVID, will be best for our students. Many students have suffered personal, emotional, employment losses, and more, making it extremely difficult for them to function well in college. I will continue to be available to all my students and help through these impossible times. Unfortunately, many students stopped attending and submitting work due to personal issues.
33	Research enrollment options for this course to make sure that students taking it should be taking it.
34	Since I taught online, part of the issue with certain students was absences during online critiques, or other class discussion meetings. Unfortunately I don't have a proposed action to address this, or I would have implemented it!
35	Small course this term, so while the results are great further data will be needed to analyze the effectiveness of the course adjustments made over the past year.
36	<p>Student learning in Fine Arts courses is assessed using level-appropriate rubrics and evaluations of presentations, papers, projects, and discussion reflections.</p> <p>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.</p>
37	Students are able to gain knowledge on Art History from Prehistoric to Medieval
38	Students are able to gain knowledge on figure drawing techniques
39	Students are able to gain knowledge on Modern Art
40	Students are able to gain knowledge on Modern Art History
41	Students are able to gain knowledge on Painting techniques

42	Students that attended consistently were able to achieve all of the goals set out. Many of the students exceeded my expectations.
43	<p>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.</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.</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, I will probably change the Essay to visiting a real museum (instead of virtual) and possibly re-work the synergy of the Group Work Assignment</p>
44	The student in this section showed tremendous growth ever since he started in this course several years ago. However, he has difficulties mastering the above concepts with stylistic accuracy and rhythmic precision. If the student continues to work with a metronome as well as learn pieces in small segments in his daily practice, he should be able to continue progressing.
45	The students in this section were exceptional. 100% passed the course, most with As, and all but one exceeding Outcome expectations. I plan to explore the timing and format of this course to see if this can be recreated.
46	The students met the target outcomes. I had one student who did not turn in the assignment I assessed, so I will work to follow up with students better when they do not turn in an assignment.
47	The studio we work in for sculpture is a multi-use studio and clean up is imperative. However, the studio is not adequate for both 2D & 3D studies. We would also like to work in clay, a basic material for sculpture (leading to animation interests of most students in the 21st century), however, it is difficult for the studio to support many sculpture processes.
48	There were no students in this section.
49	This class did extremely well with all the material and notes I provided them. I will continue with this plan in the future.
50	This class was extremely difficult as it is normally taught in person but was shifted to a Zoom format. Two of the students had extreme technical issues and found it challenging to contribute meaningfully. I highly recommend that this be at least a hybrid course from now on. The students are good students and I feel that they were punished through no fault of their own.
51	This class was small but mighty! It had perfect attendance with all beginner students. The student worked hard, asked questions to improve, and wanted to incorporate what they learned into their social lives as well as their fitness plans. As an instructor, I prefer teaching this in person to help develop the artistic/ cultural side, but student loved using

	videos to drill combos and moves until they could do them! This would be a great hybrid course for Craft in the future.
52	This course is built around project based learning, and will develop through scaffold knowledge and skill sets. Each project will build upon the previous while expanding proficiency with Adobe Photoshop.
53	This course was fascinating in that it covered three broad areas of technical theatre and the students responded with very distinct levels of interest to each. I like that we began with all of the lecture up front and got into the application of knowledge later. I think for next year we will have a stronger assigned lock in to each area to alleviate any ambiguity in duties, which we ran into this time.
54	This semester teaching ballroom online, I once again recruited the help of another Crafton instructor 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". This semester, I expanded the discussion boards to discuss cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.
55	This semester was a lesson for me as far as explaining b=very basic concepts that I had not had to explain before. I am going back into my notes to see where I can incorporate more video and slide presentations.
56	This term we experimented with student involvement on some of the videos we watched. These methods proved very effective for raising student involvement in the course. I also designed more visual presentations for the class which helped students visualize the material better.
57	This term we were able to fully integrate the class into the Spring productions which proved to be a bonus for the students as it gave them a chance to do deep dives into the characters. I will keep this format moving forward.
58	This was a new course and was used to parallel the main stage productions to teach some of the valuable movement skills for each play. When I teach this again, I will move assignments around to better suit the production schedule, as the bulk of the students were involved in the plays. I would like to add Commedia masks for the class next time. We added Kendo practice swords for this class and the results were amazing.
59	This was the first semester that 103H was offered online. I am working to find ways to keep this class 100% online and yet still meet the needs of the Honors students enrolled.
60	This was the first term since I have been at Crafton that we successfully staged two full productions. I believe that the structure that we had as far as having one active cast at a time contributed to student success.
61	This was the first term that we attempted a musical and a classical play in the same term and the students responded very well to the challenge. I believe that getting the classical cast started early with their texts and characters was successful and will continue this in the future.
62	This year we held the New Works Festival in person for the first time and expanded it over seven weeks rather than one. This gave the students a chance to take ownership over the weekly presentation of the plays on a week-to-week basis and they did not disappoint. I think for next year we will work to give more production elements available to them I do not think that we will expand the number of plays we will do, as this seemed to be the right

	<p>amount of content for each week.</p> <p>I would like to recruit more students so that we can implement more front of house elements.</p>
63	Update Honors components.
64	<p>Various informal and formal evaluation instruments were used to provide the evidence of meeting good learning outcomes, 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 two of the SLO statements in this Likert. Written papers are used to ascertain the student learning outcomes of 3 and 4.</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.</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, I will probably increase student interaction through more directed discussion with images to promote critical thinking and also encourage students to contact me during office hour.</p>
65	We tried a different format this term that not only boosted enrollment but gave us a chance to learn via a cohort.
66	<p>With regard to #2 and #3</p> <p>Because of the COVID pandemic the students were not on campus and we did not complete these assignments. We did meet on zoom and discuss various elements of production but we did not have the opportunity to practice in person.</p>
67	Work on course materials for the theory sequence, especially ear training materials.
68	Working on course materials for this course and the others in the Theory sequence.