

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Fine Arts

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 144 sections and resulted in a total of 1,766 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.	1,497	84.77%

List of courses where outcomes were mapped to the GEO (32 Unique Courses).

ART-100		
ART-102		
ART-103		
ART-120		
ART-121		
ART-124		
ART-175		
ENGL-108		
ENGL-152		
ENGL-226		

Use of Results/Proposed Actions – Individual Submissions

1	Although both productions were successful this Spring, I feel that as the musicals get more complex it is a good idea to move the musical to the second slot. This will allow the students to work on the music and choreography more as both components get more complex.
2	Better screening of music-reading abilities at beginning of semester. Clear introduction of music theory terms and procedures.
3	<p>Both 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, group work and synchronous ZOOM conferences. There are specific essay questions that addresses the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis and assigned group activities. I will also encourage students to contact me during office hour and directed discussion meetings.</p>
4	Continue to drive class participation and involvement; there were a few students whose attendance was great but did not turn in a final.
5	For our advanced students, this Summer's partnership was not productive. Many dropped the course following being recast or reassigned to other roles or positions. The one student who stayed involved was not as engaged as they could have been. We will pivot to other content in the future.
6	I believe that I have found a sweet spot in making this course usable for students. We use three of the four major assignments to enhance this year's production and use the fourth to build for next year. I used more video this year than in the past and it seemed to increase comprehension.
7	I believe that, while some vital lessons were taught to the students this Summer, we should pursue other opportunities for both existing and incoming students. I do not think that this Summer's programs were the best way for them to showcase their talents and skills.
8	<p>I found that having individual meetings with students outside of lecture/music rehearsals for solo rehearsals was very helpful for each student. They felt comfortable to create characters, try new things, and get individual attention for technique issues they wanted to resolve, but felt uncomfortable asking for help in a group setting. The students who took advantage of the solo rehearsals showed some of the best improvement and their performances were more well-rounded in character and technique.</p> <p>We did not create a portfolio, as this class was designed to act as music rehearsals for the</p>

	musical. A voice class would be better suited to create a portfolio or repertoire for individual students.
9	I think that assigning small writing assignments based on the vocabulary will be useful.
10	I will work on the rubric for SLOs so that they are more accurately describing the work done by students in this class. I currently have it set up so that most students score a 1 or 4, it doesn't represent the work between.
11	I will work on the rubric for these SLOs so they better represent the work being done in the class.
12	In my next drawing class I want to get into self portraits. Initially I imagined the class focus would move around to different kinds of drawing but I noticed that observational drawing was a big challenge for many and I thought students would benefit from more emphasis in this area. I think humans today spend less time looking at the world and so observational drawing seems to be a beneficial skill. However, still lifes can get boring after a while so I think self portraiture will be fun and beneficial.
13	In the future I will place more emphasis on learning vocabulary relevant to the subject of each assignment by insisting on their use when discussing and critiquing projects.
14	Move Drawing terms module earlier into the term to have written references of accurate terms for discussion.
15	Other than the one student that was given an Incomplete, this group was involved and group more discussion-oriented as the term went on. I am going to switch out The Great Dictator out for Pan's Labyrinth in an effort to add in one more genre that has another world view.
16	Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
17	Post COVID, as my first in person class in this Art 103, I found many of the students were woefully ill prepared for college/returning to school. Many stop attending at different intervals, many responded to my emails informing me of personal difficulties but they wanted to continue in the class but did not return. Many did not take the short quizzes which they had four days to complete and thus continued the spiral to failure. This was the most difficult class to work with to keep in the seats and be successful. However, most did the work, came to class and engaged in the in class work to gain credit and learn new concepts and understand the connection of their lives to artists and their works. From teaching this course I often gain students in our studio courses and that was the case even in this difficult time.
18	Proposed Actions: Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific

	<p>essay questions that address the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.</p>
19	<p>SLO 5 is predicated on the student attending both of the school productions. This is done so that we can discuss the productions using the common language that we have been studying with regards to what makes a play. As is always the case, students choose not to attend, which is frustrating. This is a Theatre class, and, as such, part of the experience is the viewing of live performances.</p> <p>The rest of the assignments went very well. I need to explore options to raise awareness of the critique assignments.</p>
20	<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. I was pleased to get very positive feedback about the class from the majority of student participants.</p> <p>For future consideration, I will probably become more actively communicating one-on-one, define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
21	<p>Students were eager to be in studio classes. Every semester for every class I teach, I evaluate the lessons necessary for students to learn and practice, as I keep up with industry and artistic standards. Design is part of everyday life and students can find employment in many design fields and opportunities. Studio lacks enough storage space for individual assignments, and an extra white board would be helpful having been requested for many years now.</p> <p>Thank you.</p>
22	<p>Students were engaged and ready to do research and create work in Three Dimensional Design taking into consideration the notion of design in its many forms, functions, audience, and time.</p> <p>Space for assignments to be stored safely is always an issue.</p> <p>An extra whiteboard has been requested for many years in studio room 130 which would also be helpful.</p> <p>Thank you</p>

23	<p>The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including group discussion, quizzes, midterm exams, final exams, written essays, museum visits, group collaboration and synchronous ZOOM conferences. A specific essay question on the final addresses two of the SLO statements in the 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. Many said it was their favorite class of the semester, some said their favorite ever.</p> <p>For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
24	<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 collaboration and synchronous ZOOM conferences. There is a specific essay question on the final that addresses two of the SLO statements in the 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. Many said it was their favorite class of the semester, some said favorite ever.</p> <p>For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
25	<p>The main issue reflected above was related to excessive absences on the part of students that did not meet expectations (of assessing 3 or higher). Inconsistent attendance hampered the ability of students to progress in line with my expectations, and those of our department at large.</p> <p>I utilize different strategies based on the needs and levels of each student in this course. In addition, I add content based on their interests - including songs that are tailored to their level and musical preferences.</p>
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27	The students did very well demonstrating that they established practice routines and met goals connected to performance on their respective instruments.
28	The students found ways to meaningfully engage in the assignment they were given. The assignments were given based on personal interest and availability.
29	The two students scoring D and F stopped attending class the last month or so. They did take the final, but each missed a quiz and one didn't turn in a large assignment worth 25%. I reached out to them, offered help and was told they were fine... The students who attended class did great and seemed to get a lot out of the class. The two that didn't performed poorly.
30	This class did a wonderful job in taking up the design mantle as we were bouncing from one classified tech to another. While not intended, their work was put into productions with style. This was a hands-on class, which made it possible. The amount of practical experience they garnered was great for their resumes.
31	This class was very successful with given notes and lectures. I feel this should be the norm as I move forward.
32	This set of students outperformed the other set in the same section. I am unsure as to why this was, as they were all in the same classroom hearing the same instructions. Test scores were comparable, but the participation in viewing productions was different. I think I am going to offer a small bonus if they can recognize when the productions are.
33	This term, we presented two new plays which gave the students the opportunity to create their roles without having any preconceived notions of what other performers had done. We will continue to do this to foster a sense of creativity.
34	This time around I changed the structure of what was taught and had a higher rate of assignments completed. I will carry this forward. I also offered an externship that I might make mandatory next time.
35	This was one of the most successful acting classes that I have ever had. I implemented some changes to the activity schedule, such as the accent exercise, and was able to build a better skill set for the student actors. We also emphasized the opening assignment of individual video clips to get a common language as to what each student thought good acting was, which served as a through line for the rest of the term. The initial group stayed more stable throughout the term, so I think that I will continue this structure.