

Crafton Hills College - Outcomes Assessment Report

General Education Learning Outcome 4: Fine Arts

Term Assessed: 2015 Fall

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)

On In-Service Day, August 17, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Fine Arts GEO. Seventeen adjunct and full-time instructional and non-instructional faculty from 12 different disciplines attended the session and chose which GEO or GEO group to participate in.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results for Fine Arts based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped to the Fine Arts GEO. A list of proposed actions, courses with outcomes mapped to Fine Arts, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO #4: Fine Arts.

NOTE ; SLO 1& 4 were the same. I have deleted the 1. The SLO 2 & 3 reached the goals The SLO 4 (the same as 1) needs an improvement. Reinforcing the discussion and research component earlier in the semester . Adding once a week student's presentation of one contemporary artist as a reflection on their own work and influences. The overall percentage is lower due to 2 students not dropping the class.
All students demonstrated an excellent retention and understanding of the course material. Honors students also prepared a character analysis for a chosen play and provided an examination of the character using elements of the Stanislavsky system. Although many meetings took place regarding the paper, perhaps in the future the student could be required to turn in different sections of the paper in order to receive feedback prior to the final grade (rather than just suggesting they turn drafts in early).
All the SLO 's are met successfully. However, the lowest score in the SLO 2 might be a result of a heavy verbiage referencing the terms that might not be necessarily directly related? Maybe simplifying the SLO 2 would help?
As in THART 100, there are students who stopped coming to class and did not drop. In this class, there were 2 out of 10 who did not take the last two tests thus effectively dropping out without formally doing so. We need to encourage students who obviously are not in a position, for whatever reason, to complete the class, to withdraw or drop earlier. Most of the students were very committed and if you add into the total from cross-listing from ENGL 109, then our SLO stats go way up. As opposed to 100, this is a much more committed group. You can tell by the amount of papers they hand in on play analysis and play performance reports. they are more actively engaged.
Assessment of students' comprehension of the fundamentals of a theatrical production, as well as, genres and the history of theatre appear to be a success.
Assessment of students' comprehension of the fundamentals of theatre production, as well as, genres and the history of theatre appear to be very successful.
Continue as is.
Continue existing methods while integrating a more substantial listening portion.
Continue with existing methods while integrating a more substantial listening portion as well as a greater emphasis of culture in pop music.
Continue with existing methods, while integrating a more substantial listening portion.
Develop new SLOs that reflect changes in the course material.
I am working on ways to make this course more portfolio based. The best work comes out of the final project, largely because they have many choices in terms of how to do it.

I will need to further assess the progress of the piano students, really making sure to stress practicing at home and showing up to class regularly.
Ideally we need higher enrollment in the class. Most students do well. Some students register but don't show up. There was one in this class. The class only meets on two class times for 8 hour time frames and the registration window is only either in advance or as an add literally on the one day of the first class so making up course work is impossible. So it becomes more crucial to have students to attend on the first day. That being said, the students were, by and large very good and were able to master the basic skills in the two one day sessions. The relationship between this class and the 124, 140, 145, 245, 246 performance matrix continues to function effectively as a preparation for audition.
Introduce students to more design training to encourage creativity and aesthetically well thought out layouts.
Marked improvement in areas of challenge for all involved in the class.
More time spent on theory and written work during class period, as opposed to practical exercises in order to meet SLO #2. That said, it is more important that the students are able to physically understand the information in their own bodies and make the proper adjustments. Students are able to understand physically and discuss individual relationship to the work. However, the technical and scientific information of the Anatomy & physiology and the written IPA work, transcribing into IPA is a bit of a struggle for about 1/3 of the class.
Most of the students in the ENGL cross list section of 109 were very committed in terms of grades (there were two B's and one A in this class) But this particular group did not do as good a job in terms of handing in their play analysis reports. SLO #1 and SLO #4 were based on this. But they did master the critical thinking based on bonus questions (which featured essay analysis of plays and cultural background) on the tests. Note that they all completed that aspect of the tests as measured at 100% achievement. I think the students in World Drama 109 who take the class as an English class actually do well but perhaps they write so many papers for other classes (they are English majors, after all) that perhaps given the less % value of the papers here compared to the tests, they tend to perhaps strategically opt out knowing that they can pass the tests? These particular students certainly possessed the skills to do those play analysis papers.
MUSIC 103 was offered in two versions this summer: a five week course (this one) and a five week course with a required CHC 062. After the paired class is finished, I will compare the results to help determine if the pairing was effective and should be continued.
N/A
Notes: Special projects allow students to focus in sometimes in a more limited amount of time frame or in a more specialized way on a theater show or project. The students enrolled tend to be more advanced and often focus on design, direction or Choreography on a specific show or project in a leadership or advanced level of expertise. But sometimes students who want a more limited time commitment take this class in order to participate in a more limited way. In this particular section (there are four sections A B C and D) the students were all outstanding and some of our most experienced and did great work as directors, actors in major roles, Choreographers and stage managers.
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SLO statement criteria was met. No action needed.
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Student performance was strong. Students may need more challenging projects to further develop their skills.
Students all demonstrated an excellent retention and understanding of the concepts, tools, and practice of lighting, sound, and set design.
Students demonstrated a solid understanding of the fundamentals. May need to make assessment project more challenging to further develop their skills.
Students performed to expected outcomes.
The group as a whole was very very committed particularly in terms of the dance project. But there were a few exceptions: people who literally avoided responsibility. There was some outstanding performances particularly in the small cast shows Closer and Stop Kiss. Those performers were achieving at a level you see at some of the best four year schools. As usual some students did more than one show, in some cases, racking up close to 200 hours!!!! Students also stepped up as directors and choreographers particularly in dance. The course structure of 124 140 145 245 246 A B C D continues to work,very well with students cycling through the program from beginning to major leadership roles as directors stage managers choreographers and also doing administrative work. It is harder to get people though. This was one of the most committed groups but our numbers of enrollment compared to 3 years ago are lower. Increasingly we need to go directly to the high schools to get students because ed plans have so negatively affected elective enrollments on campus. The plus side is that the people involved are more committed and serious.
The level of ability was quite high although there was a small enrollment. In the last two years enrollment has gotten smaller but the quality and commitment of students has gone way up. I used to start with 20-30 students and then loose a lot due to lack of commitment through the semester. Now we get fewer but they are more committed. Particularly heartening is that students step up and fill in for other students who are absent when doing scene work. Attendance is a problem though at times for specific individuals.
The people that do poorly in this class are the ones that don't attend. Most people that attend all classes pass and do at least fairly well on most topics. Management of enrollment could be the best thing to improve in this class.

<p>The statistics from the SLO's are below what we want to achieve but don't reflect the performance of the students who are actually coming to class. We have an enrollment of 23 in the class. 10 students did not show up to take the final and essentially dropped out half to 3/4 of the way through the class either after drop or withdraw date. If I correct the above stats for the slo #1 (which was based on performance on the final test) on the basis of those who showed up for the final test, the results are that 86 % are achieving the target goal. What is clear is that we have to get students who really have stopped coming to the class, out of the class earlier so that they don't reflect the stats in a way that distorts how students who are actually coming to class are doing. Anecdotally what I keep hearing from students is that they have conflicts with jobs that then affect them coming to class. As to performance reports, we need to get people to see more shows. (slo #3) Most have problems with going out to see a show at night. also the percentage of the grade is relatively minimal: 5% for each report. So perhaps they don't sense incentive. This also seems true of the play analysis papers (slo #4). Many handed in one paper or two but only about half handed in all three. Again, each paper is worth 5% so perhaps they don't sense the incentive. In general, students are passing the class 18 out of 23 got A B C or D in the class, 16 got A B or C, 13 got A or B. The 6 F's in the class were almost all students who stopped showing up. Somehow the students need to be advised to be more smart as to their ability to successfully complete classes and to be advised to drop or withdraw before they have a grade that cannot be reversed.</p>
<p>There was one student in this section. But enrollment is not an issue.(124 140 145 245 as well as 246 A B C and D are all the same three unit part of my load). The student in question here is one of the best we had in the last 10 years. This is the 5th show he has directed . This is the fourth dance show he has been in. He was also an actor in another show. His hour total on theater shows this semester was 270. He is an ideal candidate for an excellent four year program. He has also been here for over three years. But the skill base he got in that long period is exactly why he will make such an outstanding candidate for a great 4 year theater program which only take outstanding students. This is the best example of how our program works and why it is so necessary for students to spend more than 2 years at Crafton.</p>
<p>These students in 221 have already taken 220 before. As a result, their quality level is very high. 5 out of the 6 have a great chance at transferring to great schools . In fact one of them is going to Cal State Fullerton this fall in theater. There was a particular problem of commitment with one student who was outstanding but dropped off in output at the end. The verbal diction ability in the group was very very high with the exception of one student who was ok. In general, taken together this current group of 220 and 221 is about the best ever. There was a much higher 221 enrollment than there has ever been.</p>
<p>This 140 class were very experienced performers who did excellent work and took major leadership roles by and large. I'd say 4 out of the six students above had a skill base that was excellent. The rest did very good work. Our experienced students are achieving at a very high level.</p>
<p>This class was paired with a CHC 062. I will compare the data from this class and the non-paired versions to make recommendations on the offering of CHC 062.</p>
<p>This course needs Departmental SLO to be made! This is what I have used as a guidance in this first tablet initiative class. The students came with the different levels of knowledge in digital arts as well as lack of training in the variety of painting mediums.. There was a need for longer individual time in training and learning these skills. If the classes ART 126 and ART 226 were not "stacked" together and have being taught at the same time, the individual SLO score would be higher.</p>
<p>This Course needs SLO!!! I was using the one above. The unfortunate circumstance is "stacking" the lower level and the upper level courses together. The lower level was a group of 16 students. The upper level was 5. If there is a possibility to separate the two courses the advance level students would have more time to develop and have assignments suited to their needs.</p>
<p>This is a new course being taught as an overlay at the same time as Painting I. Teaching two classes at the same time has proven to be quite challenging. During Spring 2015, I plan on experimenting with the project schedule so that the two courses and their schedule sync in a way that allows more one on one time with each student while projects for the other class are underway. With the majority of students meeting/ exceeding the SLOs, lack of general attendance and a resulting lack of completion of projects appear to be connected to students not achieving the highest level of understanding of the course information. The assessment data tells me that the course information was understood and retained by all students who attended the course consistently, therefore meeting or exceeding the slo. I am confident that the slo for this course are in line with the material and that the assessment serves to exemplify the retention of information. Because of this, I will continue to use them in assessment.</p>
<p>This is my first course at Crafton Hills College so I have not yet been able to establish a baseline and unfortunately I have no classes next semester either. So, I will attempt to speak with colleagues about what constitutes normal for this student population and how to continue to positively affect student progress, retention and growth.</p>
<p>This was a very unusual class. Of the 18 that received a 1, 13 never showed up to take the Final. I will continue to track and see what the Fall semester brings.</p>
<p>This was one of the strongest most talented 220 classes I have had.. These students, (most of them) were coming directly from 120 the previous semester and made the transition admirably. There were a number of students who were extremely talented and will be able to transfer to great schools. Perhaps 5 of them. Most really took on and excelled at poetic diction in spite of not being exposed to it before. But ideally we would like to perfect that ability even more. But in the time allotted and the previous level of experience coming into the class, this is very difficult. Great class. . Again, there were a few who had absence problems.</p>
<p>This was successful class! each time there is a different level of students' training to bring than the whole class on the same level. To improve the accuracy from an observation I will add the building blocks that helps with simplifying the body masses to faster understand the proportions and scale.</p>
<p>To continue my current rehearsal practices.</p>
<p>With the majority of students meeting/ exceeding the SLOs, lack of general attendance and a resulting lack of completion of projects appear to be connected to students not achieving the highest level of understanding of the course information. The assessment data tells me that the course information was understood and retained by all students who attended the course consistently, therefore meeting or exceeding the slo. I am confident that the slo for this course are in line with the material and that the assessment serves to exemplify the retention of information. Because of this, I will continue to use them in assessment. I will be testing an ongoing research project as a support to the course material in the Fall of 2015 intended to enrich the curriculum, support the portfolio and to further encourage greater understanding of the course and the academic field as a whole.</p>

Table 2: Number and Percent of students scoring 3 or Higher on the Fine Arts GEO.

#	General Education Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Fine Arts: 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.	129	91	240	780	1,020	82.26%

Table 3: List of Courses where Outcomes were mapped to the Fine Arts GEO.

ART-105	ART-232	ENGL-270	MUSIC-134	THART-100	THART-124X2	THART-221
ART-126	CIS-163	MUSIC-100	MUSIC-135	THART-100H	THART-133	THART-245
ART-132	CIS-180	MUSIC-103	MUSIC-141X4	THART-109	THART-140X2	THART-246A
ART-200	CIS-182	MUSIC-120	MUSIC-150X4	THART-110	THART-179	THART-246C
ART-226	ENGL-109	MUSIC-120H	MUSIC-247D	THART-120	THART-220	THART-246D

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

1. Increase visibility of fine arts work campus wide
2. Increased communication about fine arts campus wide
3. Linking specific subject assignments to attendance viewing of fine arts events
4. Use learning communities as a strategy to link art history, literature, and/or world history.