

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Fine Arts

Assessed: 2024-2025

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 2024 or Spring 2025 semesters. Assessments occurred in 147 sections and resulted in a total of 4,528 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.	4,330	95.63%

List of courses where outcomes were mapped to the GEO (23 Unique Courses).

ART-100	MUSIC-120	THART-134X4
ART-102	MUSIC-120H	THART-205
ART-103	MUSIC-133	THART-220
ART-120	MUSIC-141X4	
ART-121	MUSIC-150X4	
ART-175	MUSIC-174X4	
MULTI-130	MUSIC-180X4	
MUSIC-102	MUSIC-202	
MUSIC-103	THART-100	
MUSIC-103H	THART-100H	

Use of Results/Proposed Actions – Individual Submissions

1	With regard to the few students that had trouble (two of which I had in previous classes) I tried earlier intervention & extra engagement with them to address their situations. Unfortunately that did not result in their succeeding in the course. I am not sure what else, if anything I could have done.
2	Changes are made as needed.
3	Changes made as needed.
4	Continue to develop opportunities for presentation for the Honors students.
5	Encourage attendance and regular Canvas usage
6	Everyone did a great job on this paper so I will continue with the detailed set of directions and prompts to do the work.
7	Grow the program to increase class size.
8	Hire a new faculty to grow the program. A second faculty should grow our student numbers, and should increase the size of this class.
9	I don't really understand Statement 5, especially since there wasn't a final exam for this class. It doesn't seem to fit with the other outcomes.
10	Moving into our new building will provide new performance opportunities for MUS 141 students.
11	n/a
12	No proposed action
13	No proposed actions
14	NONE
15	Overall, class performance & engagement was excellent. Especially considering the challenging class time (6-7:20 pm). With regard to the few students that had trouble (two of which I had in previous classes) I tried earlier intervention & extra engagement with them to address their situations. Unfortunately that did not result in their succeeding in the course. I am not sure what else, if anything I could have done.
16	Part of my goal for this semester was that students would not only be able to perform in a jazz ensemble but would also learn how to pick appropriate music, run rehearsals, learn how to operate within a collective improvisation ensemble (the jazz band) and learn how to put on a concert in a professional manner. I felt that the students did really well and I received lots of really positive feedback from both students and attendees at the concert. I particularly was impressed with the students that wrote arrangements, rehearse them with the ensembles and were open to feedback and corrections. I feel that it was a really great semester overall.
17	Students did fantastic!
18	Students from various backgrounds and without prior relationship came together to put on a performance that was very successful. Part of my job is to assess students' abilities and experience, bridging the gaps between the experienced and inexperienced, and setting reasonable goals for each individual based on their skill level. Throughout the semester all students progressed but in various ways where I felt their skill was lacking, so each student left the class more well-rounded and with more tools to continue performing in musicals. I always have to try new strategies as each student is different and requires individual instruction in order to supplement the whole group for the performance.
19	Students really enjoyed writing about Mozart and followed the criteria well.

20	The class needs to adapt ways to detect bot students and some kind of tutoring would help. Students tend to do really well, or fail, and I would like to develop some strategies to help those failing either drop the course on time, or succeed.
21	The issue here is that almost everyone that turned the work in received an A on it but a number of students did not turn in the work. I will institute more announcements and follow up. The students really like this assignment as it gives them an in depth approach to listening to music.
22	The students rely on each other and are invested in the success of the end product - the theatre production. Lighting design (or a light hang) is not an assignment all students choose to participate in. Therefore not all students in the THART 134 get to participate in a light hang. The same applies to props.
23	The students who did not meet the guidelines just did not turn in the work. I will reach out to students for each discussion to ask if they would like to turn in late work.
24	These students showed a lot of progress, and I tried to teach to their strengths and also help them recognize where they needed more work. XXXX recognized his rhythm needed work and we found different ways to practice rhythm, for example.
25	This class had students who were in serious need of constant individual help and needed an aid for which I asked for help from the first week of classes and spent the entire semester requesting help. No help was given. The interruptions, constant need for physical, emotional help, and the fact these students could not understand the most basic of instructions-such as folding a piece of paper-impacted the entire class.
26	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses.
27	This course is fully online. It is not easy to identify learning gaps via an online course. I have developed new strategies for accommodating new learners as well as seasoned students and applied them to my courses. I would like to recommend that the SLO's be completed either via Canvas, have a connection to canvas so we can see our students work or grades, or connected to Self-Service so it can be completed at the same time we input grades.
28	Work towards offering support to failing students.