

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome 4: Fine Arts**

**Assessed: 2018-2019**

***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)***

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

***Summary of Evidence***

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

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

GEO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
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.	89	61	88	1,048	1,136	88.34%

**Table 2: List of Proposed Actions for Courses Mapped to this Outcome.**

Alex did a great job in the class.
An intro to theater class tends to have students who have different levels of experience and skill varying from really developed to really undeveloped. Some students have serious learning issues and lack critical thinking skills or lack cultural or educational background to understand historical context. (play and Screenplay and World Drama attract students who have higher degrees of these skills. Thus a greater percentage of these GE students in 100 class, although they may pass the class, I don't think their critical thinking skills or historical awareness really is that developed. Visual learning helps a lot I find. Using canvas to put my lecture notes and other stuff on line helps a lot.. But you can see it in the way bonus questions are answered: Some students don't have that development of facility and really need more skill based learning to master this content..
Audition techniques had a few students this time because of the difficult registration process. A number of students had to participate via special projects THART 246. Many of those students did outstanding work in the audition sessions so the % of excellence in the above report does not reflect in the above eval. 133 happens early in the semester so it is difficult to do a late start. The window for capturing enrollment is something like 2 days. We somehow need to inform more students so they can participate. Never the less, the students did ;succeed in the goal to be introduced to auditioning and learning the basic process.
Class is a beginning class and the time is limited to gain skills. Given these limitations, the students were responsive and proficient for the most part. Some start with a higher talent level than others. Class does the job of introducing students to the basics of monologue preparation.
Continue to work with charts and worksheets which reinforce the above concepts.
Continue with rehearsal procedures. I want to institute more sectional rehearsals for both men and women. This will continue to help building their tonal production.
Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.
Generally the students are working at a high level. The main issue is that some students don't attend class enough and so their grade lowers a bit in spite of ability. 109 is a more specialized class for theater and so the students tend to be motivated more. 109 is cross listed with english and so the students there also perform well because they are more motivated.
Generally this was an excellent class with a very high level of talent who mastered classical acting skills. But there continues to be a problem with attendance. Ironically this is due in some students cases to huge load of show hours.. Three of the students who had trouble meeting their class time commitment were doing over three shows in the semester. These are three of the highest achieving students in the program. In another case, the student was just not disciplined. That percentage is to be expected. Ideally we can more carefully manage individual students schedules in terms of casting and production responsibilities.
Guide students through the process of active participation through creating artwork using a variety of different mediums.
Increase enrollment and hire faculty to develop the Applied program.
Increase enrollment and increase amount of time spent in lab.
Increase enrollment.
No proposed actions...this is a special projects course.
Proposed action: Re-evaluate course SLO's so that they align with the state standards.
Some students aren't as skilled at critical thinking. There needs to be more pressure in the class to specifically test early on if students are truly mastering the analytical techniques. That being said most students did quite well on their final projects.
Student was extremely successful working on multiple performances over the course of the semester as a technician. Attendance, communication, and follow-through were all outstanding.
Student was successful working on multiple performances over the course of a semester.
Students all successfully completed lighting, sound, and set portfolios. Students also worked together as a collaborative stage crew to assist in on stage/back stage lighting, sound, and set labs associated with the performances going on over the course of the semester.
Students was extremely successful working on multiple performances over the course of the semester as a director and designer. Attendance, communication, and follow-through were all outstanding.
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Students were extremely successful working on multiple performances over the course of the semester. Attendance, communication, and follow-through were all outstanding. One student was unreachable and did not participate after early part of semester.
The 100 H class is honors and the students performed very well.

The 220 and 221 classes are combined and thus the stats combined are better in terms of #2. There are only 4 students in this no load section. One of the students in 221 suffered a serious personal crisis and stopped coming. She was doing great work both with others and mastering technique. Unfortunately this was after drop and withdraw deadlines. Another was not as committed and thus not as able to gain as good a technical skill level that would be hoped for but did achieve solid technique. .
The Choir having the ability to meet twice a week has greatly helped with retention of individual parts learned. I would like to see this practice continued. Continue with sectional rehearsals and work with vocal technique.
The level of work by these students was outstanding. 246 special projects captures students who have either exhausted enrollment possibilities in 124 140 145 245 or wish to pursue a more selective focused project in acting, design, audition preparation, design, stage management, dancing or singing. In some cases the above students put in over 200 hours doing shows in the semester. We don't have the type of attendance issues for shows that we sometimes have in course work. Students are utterly committed.
The second summer term and long term (ten week) term students performed significantly less than the first five week students. I will work with other faculty to determine if outside factors contribute to this.
The students are good at understanding production elements. It is harder for them to understand the social and cultural context of theater. We used canvas for the lecture notes. In some ways this leaves it up to the student to go on line more rather than having a solid paper copy. I wonder if this affects their reading and note taking? Perhaps more handouts specifically on cultural context which isolate and focus their attention on specific periods and places and cultural context.
There was one student in this class. That was Arvid Zollinger. He directed the play Boy Gets Girl. His work was outstanding. He also did two lighting designs. He is going to Central School of Speech and Drama in London in the Fall.
There was overall a successful general knowledge of the material. A few students did not test well, but did well on other work. Two students completed no assignments or tests during the semester.
This includes both the English cross list ENGL 108 as well as the THART 108 students (total of 19) . The biggest problem is inconsistency. Students sometimes get off to a good start then drop out or do badly or the reverse. Outside class pressures seem an issue. Most students are doing well though, Some students just don't seem to have the level of critical thinking skills development that ideally we would like. (above 70 % 3 and 4) . English students do better than Thart students a this.
This is an intro class to acting. Most students were very responsive and worked hard. Some did not. Most were able to internalize emotional situations which was good. A few could not make a connection. Detail of character in script remains the hardest challenge. I would say we are meeting standards and students are in general excelling way beyond their level of basic talent.
This was a very successful class. Most of the students were working at a high level for a beginning acting class. There were several students who did not have quite the talent level or experience to reach the high standard of some of the others but that is to be expected. One problem is that some students did not show up enough. This is a problem in scene work. should I make more consequences for this? We do measure this in terms of grades by the amount of performance opportunities achieved in class. But some students have issues with jobs and seem to just cut corners where they can.
Work to determine if scheduling affects SLOs.
Work to determine if scheduling affects student performance.

### **List of Courses where Outcomes were mapped to the GEO.**

ART-100, ART-100H, ART-103, ART-124, ART-125, MUSIC-100, MUSIC-102, MUSIC-103, MUSIC-141X4, MUSIC-150X4, MUSIC-202, MUSIC-247A, THART-100, THART-100H, THART-108, THART-109, THART-120, THART-124X2, THART-133, THART-140X2, THART-145, THART-179, THART-220, THART-221, THART-226, THART-245, THART-246A, THART-246B

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

1. Restructure the program to better meet the needs of students.
2. Provide students with additional support for learning with learning disabilities.
3. Increase professional development for faculty on how to teach students who learn differently (e.g.: AVID, Universal Design).