FALL 2014 SLO/PLO ASSESSMENT REPORT

Date: January 9th, 2014

Name of Person Reporting: Deborah Paulsen

Name of Department and/or Discipline: Arts/Media/Humanities

1. a. List the courses/certificates/programs your discipline/department assessed in the fall 2014 semester.

   General Studies: Arts and Humanities Concentration A.A. Degree
   Liberal Arts: Arts and Humanities Concentration A.A. Degree

   Art 101 Survey of Art History I
   Art 102 Survey of Art History II
   Art 105 History of Asian Art
   Art 109 Arts of Africa, Oceania and Ancient America
   Art 111 History of Contemporary Art
   Art 201 Drawing I
   Art 202 Drawing II
   Art 203 Drawing III
   Art 300 Introduction to Painting
   Art 304 Acrylic Painting I
   Art 305 Acrylic Painting II
   Art 306 Acrylic Painting III
   Art 501 Beginning Two Dimensional Design
   Art 502 Beginning Three Dimensional Design
   Art 700 Introduction to Sculpture
   Art 702 Sculpture II

   Cinema 03 History of Motion Pictures
   Cinema 04 History of Documentary Film

   Humanities 1 Cultural Patterns of Western Civilization
   Humanities 30 The Beginnings of Civilization
   Humanities 31 People in Contemporary Society

   Humanities A.A. Degree

   MM 100 Introduction to Multimedia Computer Applications
   MM 110 Visual Communication
   MM 200 Digital Imaging
   MM 310 Interactive Multimedia for Business and Education
   MM 320 Web Design
MM 340 Vector Graphics
MM 350 Web Design II
MM 400 Introduction to Experimental Animation
MM 500 Multimedia Laboratory
MM 610 Introduction to Digital Video Production
MM 640 Digital Video Production: Digital Editing

Multimedia A.A. Degree, Certificate of Achievement and Skill Certificates (9 programs)

*Animation and 3D Design (Concentration and Advanced Skills)*

*Graphic and Web Design (Concentration and Advanced Skills)*

*Video Production (Concentration and Advanced Skills)*

Music 101 Fundamentals of Music
Music 111 Music Appreciation
Music 141 Jazz Appreciation
Music 321 Elementary Piano I
Music 322 Elementary Piano II
Music 323 Elementary Piano III
Music 501 College Choir

Photo 10 Beginning Photography
Theater 405 Costume Design

b. For each one, indicate whether the **benchmark** (standard for student success) was reached.

Benchmark was not met for MM 340, instructor states it is partly due to the selected student sample. Instructor states he will revise the assignment to simplify the project to not have so many choices and spend more time in class on perspective, isometric and chiaroscuro.

Benchmark was not met for Cinema 03, most likely because the faculty member did not exclude students that did not turn in their work. I have asked the instructor to revise the assessment and exclude students who did not turn in their paper.

2. **Summarize the major assessment results for courses/programs in your area.**

**General Studies – Arts & Humanities Concentration:** 39 assessments were submitted for the three year period, with an average rubric score of 79%. The highest score was 100% for a Cinema 03 History of Motion Pictures class, while the lowest score was 58% Anthro 104 Human Language and Communication course.

**Liberal Arts - Arts and Humanities:**
24 assessments were submitted within the three year period. 79% was the average score, well above the 70% benchmark. The highest score was 100% for a Cinema 03 History of Motion Pictures class. The lowest score was 58% for Art 111 History of Contemporary Art class.

**Art History**: Students did well with their papers, while some needed intensive guidance on writing skills in relation to the type of paper required.

**Studio Arts**: New painting and Three D projects were introduced and produced exciting results.

**Cinema**: One instructor finds it successful to have students turn in drafts of the paper, while another instructor is frustrated at the number of students who failed to turn in their paper at all.

**Humanities**: Students did well, but instructor would like to expect a higher level of writing. Students need more detailed assistance with writing.

**Multimedia (SLOs)** – Students did well on various projects, some students struggled with design concepts, technical application and college level communication. The portfolio’s were very creative. In MM 640 a new editing project was tried out with a new instructor.

**Multimedia (PLOs)** – Since the last PLO assessment 4 years ago, which showed an uneven quality of the instruction in various sections of our beginning level classes, course syllabi have been standardized to include SLOs, course objectives and clearly outlined and scheduled activities.

The Vice-chair has been working with adjunct faculty to ensure that they not only follow the format, but that their courses address the SLOs and objectives listed on the syllabi. This effort is ongoing and improvement is made each year. Our goal is to have each course have at least one SLO assessed every semester that the course is offered. Fall of 2014 saw our program complete fifteen assessments out of sixteen possible courses, which was a huge improvement over prior years.

**Successes:**
- Students are asked to design a branding campaign for a company, focus was on creative imagery and layout appropriate to companies needs for marketing themselves
- Students used the elements of design and layout aesthetics to a high degree
- Students completed a well-conceived, thoughtful, and entertaining final project
• Many students clearly understood the assignment, most of them were proficient in getting their thoughts and ideas into a storyboard format

• Students were able to clearly present their ideas and give helpful feedback to the other students who presented

• Most students assessed presented good control of timing and event sequencing;

• Students did a good job at demonstrating how the formal characteristics of visual communication were manipulated by the contemporary styles assigned

• Students did a good job at employing the 'styles' manipulations of said styles into their own compositions and abstracted imagery

• Students thrived once they were given the opportunity to employ the 'academic' knowledge to subjects and styles they were familiar with

• Research methods helped, as well as showing PowerPoint examples of magazine covers

• Creative projects included originality, and a genuinely strong understanding of how to decode meaning in visual communication with appropriate media

• Students that were the most successful in preparing and satisfying the written requirements took time in carefully editing/proofreading their work before submitting

• Students discussed their papers, and the faculty commented on thesis, arguments and choices of examples

• Students who excelled demonstrated a sense of the dramatic three act structure, how to vary rhythm and pacing in order to achieve an effect, and the ability to motivate or activate a cut with motion or other kind of rhythm

• Students who consistently came to class and asked for feedback both during and after class showed the most improvement

Challenges:
• How to guide students in making wise decisions that allow them to challenge themselves while keeping their ideas "realistic"

• Time management and writing skills are areas that students lack

• Some students were poorly organized especially regarding group projects
• Students on a general level in beginning production don't seem to spend enough time to enhance imagery through lighting techniques

• Students received limited feedback on final projects from both instructors and students

• Students had trouble in our 3D Design/Animation sections at the introductory level, most students who come into a Maya (3D software) course have never experienced using the particular technical software and have also never designed or visualized in dimensional space on the computer

• Students had difficulty grasping early concepts and if they do not already know the elements and principles of design things get even more difficult

• Students sometimes struggle with understanding how to formalize ideas into a project plan

• Language continues to be an issue with students overall, proper grammar and composition seem to be a big problem with most students, and few are writing at college level

• Students struggled with camera planning

• Some students did were not able to demonstrate technical expertise with the chosen media

  **Music:** Students did very well with their assignments and did best at the understanding of music notation, which is the first section covered in class (and the most basic). Students struggled most with triads and intervals, which are closely related (and the last topics covered in class).

  Students were the weakest at the formal factors. Their personal response was clearly the strongest area, which is not surprising as it is the easiest aspect to respond to. Discussing musical aspects of the work performed is more difficult, as well as discussing the merits and broader context of the work being performed.

  Students did well with respect to all criteria. Their coach-ability was the strongest, while part independence was the weakest. Many Mission students have limited musical experience, so skills such as part independence and the skills for musical expressivity are more difficult for them to master.

  **Photography:** Students did best in analyzing techniques.

  **Theater:** Students in general had few or no study skills experience for investigative research. In-class trips to the library for instructor approved print resources was helpful and students communicated this was a first or new area of experience.
Students also were weak regarding fundamental citations and appropriate works cited documentation for both print and online resources. Students communicated positive feedback regarding in class peer and instructor review and discussion of project and/or weekly assignment content and progress.

Although there is currently no prerequisite for art history, art sketching, history or design studies, students who had some prior studies in these areas were more readily able to utilize their skills for the coursework and understand the criteria.

3. **Summarize what changes have been made or are planned to be made as a result of the assessments.**

**Liberal Arts – Arts & Humanities Concentration**

Various instructors made self-reflective suggestions for delivery methods. One instructor requested a requisite of English 101 be added to her Art 111 class.

**General Studies – Arts & Humanities Concentration**

Instructors made a various suggestions for improved delivery of materials.

**Art History**
- Reframe the guidelines
- Add a peer review
- Require a first draft or outline for the paper well before the due date
- More practice on relating to the broader context
- Give opportunities to re-write papers

**Studio Art**
- Add more examples
- Emphasize personal response and cultural context
- Add another technical drawing assignment
- Emphasize more texture and detail
- Consider implementing the revised assignment for entire class
- Discuss the minimalism of Joseph Cornell, who is the master artist for the project
- Sculpture Certificate needs to be submitted

**Cinema**
- Review the film techniques more

**Humanities**
- Order a study skills book
- Add a Library Orientation
- Focus on thesis writing
• Emphasize use of evidence
• Discuss style and mechanics
• Explain use of secondary information for development of ideas

**Multimedia**
• More time explaining margin and padding between imagery and text lines
• Add a lesson in size/color relationships between objects to show how some items gain greater (or lessor) significance
• Increment the amount of focused exercises so students can practice and develop the newly acquired skills
• Focus on implementation of new skills with respect to overall design trends, principles, and guidelines
• Revise the assignment to simplify the project to not have so many choices
• Spend more time in class on perspective, isometric and chiaroscuro
• Give detailed and more specific in expecting of the work
• Breakdown the several concepts that make an edit work
• Add special workshops by industry leaders on portfolio development
• Require that students utilize faculty office hours

**Multimedia PLO**
• Introduce smaller projects at the start of the semester to "warm up" students
• Review design concepts in the first two weeks so that students know what is expected coming into the course as far as design
• Introduce video tutorials as supplementary course material to further deepen the level of understanding in this area
• Assessment of multimedia concepts will be conducted at the beginning of the class, coupled with required research and a presentation on current design movements
• Have students keep a calendar and production workflow
• More emphasis will be given to the idea that completing this assignment will better facilitate completion of the final project
• A lecture including reverse storyboarding in an in-class project will be included as part of the curriculum, with measurable outcomes, to impress the importance of proper structural planning for all multimedia projects

• More design resources so students can understand the advertising concepts at a higher level

• Emphasize compositional uses of type, type-styles, color, (Elements of Design)

• Introduce time management strategies especially for first-time college students

• Give students more resources to research the design: such as videos, websites and tutorials

• Spend more time in the class working though the basic techniques used in this film: ironic juxtaposition of musical score and image, humor used in characterizing horrific events, as a way of preparing students

• Instructors need to be more aware of how to direct students to seek advisement and get more help or resources as needed; especially in writing skills

• Production planning would be helpful and maybe there is software that we can look into to help with this area

• Help students understand the critique process and its benefits

• Lay out clear objectives so students know how to talk about film narrative concepts

• Emphasize the importance of Lab. work - it may be that instructors can get a report of lab usage from the vice-chair

• Peer Review: Have students discuss written work in class before it is due to get valuable feedback from both faculty and fellow students

• Faculty need to better explicate the nature of the visual essay, and how to express complex ideas by juxtaposing moving image material
• Give students projects that may focus on less concepts wrapped into one project

• More on-on-one help and more learning materials such as videos or handouts with step-by-step directions

• Lighting workshop from an outside source

• Move lighting demo more towards the start of the semester

• Give a demo w/o lighting then do the same demo with lights

• Let students discover (ideas) through small group projects where students perform demos and then critique each other

• Make sure students have a basic grasp on screenwriting which would be very helpful for production courses

• Split the final project into two parts -- that is, to make it due 2 weeks before the end of class, and then have the students revise the project for the second part of the assignment.

Music
• Give the reading assignment and comprehension quiz, then assign two short papers (350 words per paper) about different topics from the book

• Modify instructions for assignment by stating explicitly that "students will both summarize and write personal reflections for each chapter of the book" in their blue book journals

• Modify the instructions for the take-home quiz, which state that students are expected to write clearly and originally in their own words, by including Quality of Writing as a criterion, and will state explicitly that Quality of Writing refers to "sentence structure, grammar, spelling, punctuation and basic English"

• Spend more time singing in class as well as working on the intervals inside of class

• More graded homework assignments at regular intervals
• More writing assignments in class to help students respond to music that they hear in class

• More time explaining the expectations for the assignment, even though the description is already on Etudes and in the syllabus

• More time during warm-ups and rehearsal to focus on part independence, including sight reading exercises, the singing of rounds, formation shifts, or other exercises to get students able to sing their part independent of those around them

Photography
• Have students submit a written proposal that will need to be accepted prior to beginning this final project/written exam
• Narrow their choices of options in selecting a master photographer to emulate
• Assign specific photographic work/photographers to match beginning student's mastery of camera controls and photographic theory

4. Follow up on previous assessments:
(1) If an SLO was assessed previously, compare the results with the earlier assessments:
(a) Have the recommended changes been implemented?

Yes for Art 101, 109, 203, 206, 300, 502, 700, 702; Cinema 04; MM 100, 200, 310, 320, 340, 350, 610; Music 101, 111, 141, 321, 322, 323, 324, 341, 411, 501; & Photo 10

(b) Has the follow-up textbox been filled in on the SLO online system?

YES for above classes, except for Art 203 (the box is missing, due to a change in the instructor e-mail address)

(2) How have the findings led to improved student learning?

Art 101: Group work solidifies individual effort and a collaborative learning environment.

Art 109: In part one, students were able to voice their opinion on how/what/why they see the 'objects' and/or themes in an oral presentation. This proved to
improve their learning and a more coherent comprehension of the process of 'aesthetic responsiveness' when it came to the second part in which they wrote their museum report followed by a writing workshop.

Art 203: The benchmark was raised from 75% to 89%

Art 204: With the subsequent assessment there was an 77% exemplary in the area of proportion, 15% acceptable, 7% unacceptable. 92% of the students were able to demonstrate the ability to measure and show correct proportion in the human figure.

Art 206: 100% of the 206 students were able to demonstrate the ability to measure and record accurate proportion within the human figure. 100% were exemplary.

Art 300: Students were encouraged to take their own photographs for the landscape painting and therefore were more invested in the outcome of the painting and able to better able to represent the image while utilizing atmospheric theory.

Art 501: Implemented more composition lectures utilizing well known works by master artists. In these lectures I illustrate, step by step, on the dry erase marker board the process of 'unseeing'. Each of the elements were singled out to show compositional attributes and methodologies and how they work to influence emotive content. There is an improvement in the class overall.

Art 501: Lecture focused extensively about the need to deconstruct visual communication so as not to rely on image/icon narrative for the actual intent and content of a composition. Multiple homework assignments were given allowing them to develop these ideas and skills. Success/improvement in student learning achieved by the students who did the assignments.

Art 502: More examples on negative/positive space and balance have been included. Connected more with students as they progressed in class. There has been a notable improvement on the 3D project.

Art 700: This time students got more creative in their explanations of their characters.

Art 702: Sculpture certificate will be submitted this Winter/Spring.

Cinema 04: This semester was taught without a textbook. The elimination of the difficulty of teaching students textual analysis, beyond that of my own lectures and supplemental readings, seemed to narrow the number of abstract concepts students had to master in order to just get the work of the course done.
**MM100:** In critiques we students describe reference images as related to Design and Art concepts that were discussed in lecture materials.

**MM200:** A more thorough investigation into the options for the portfolio case has been implemented and in-class group projects to encourage collaboration has been added; both have improved the outcomes for the final project.

**MM310:** The result of the exercise was a more thorough deconstruction of projects to clearly outline steps required for proper development of interactive environments. This, in turn, changed the approach the majority of the students chose to complete the semester assignments. Because more time is spent in the discovery and design phases of the projects, the students can more easily assess the type of projects they want to produce, and complete most tasks accordingly.

**MM 320:** Students have been encouraged to watch new videos in areas of weakness and results have been better.

**MM 340:** The recommended modifications/improvements were implemented and it was definitely an improvement.

**MM 350:** A graphic organizer has been developed for students to use and it helped organize their work considerably. As part of the student project there are 11 components that they need to keep track of, develop, design, and turn in with the website project. Coupled with them using a Shared Calendar in Canvas (Like Moodle or Etudes) the students were quite successful in completing the project with all components.

**MM 610:** Implemented the story idea exercises, yet many students were still having difficulty coming up with original story ideas. Next time, generate a list of story ideas for students if they don't have their own.

**Music 101:** Implemented the cumulative quizzes and this helped students review concepts immensely.

**Music 111:** Gave the musical period quizzes as we review for the final exam, and students have found this to be helpful.

**Music 141:** Yes, the recommended modifications/improvements were implemented the next time the course was offered, Fall 2012. The students did show improvement in managing their time and completing the assignment on time.

**Music 321/322/323/324:** Adopted an additional piano theory book (The Complete Book of Scales, Chords, Arpeggios, and Cadences by Alfred) for all
the piano classes. It has significantly enhanced students’ understanding of music theory.

**Music 341:** Continued to introduce repertoire by Czerny, Bergmuller, Hanon, and others. The students were receptive to the repertoire and to learning about the composers. Students became more familiar with the works and methods of important piano composers.

**Music 501:** This fall we did more music with accompaniment, which was more successful in our end-of-semester concert.

**Photo 10:** Yes. Modifications and improvements were communicated by requiring students to post what they learned from the particular lecture and/or hands-on-training. In turn, this requirement proved to be very effective for both the student and instructor. For example, students would comment on what they learned and what areas of understanding they felt needed attention.

Have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence. Please also post relevant minutes in the Department Notes section of the SLO Online system.)

These results were discussed with individual instructors as needed and will be the topic of the first faculty meeting of the Spring 2015 semester. The report will be e-mailed out and discussion/feedback invited. Discussion of previous and current assessments occurred at the Fall SLO Summit and Monthly Departmental Meetings (Sept. 23, Nov. 4, Dec. 2, 2014)

5. **Have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?**

These results will be discussed at the next Advisory Board meeting in the Spring 2015.

6. **What resource requests are planned as a result of the assessments?**

- **Liberal Arts – Arts & Humanities Concentration:** Fund tutors for the LRC
- **General Studies – Arts & Humanities Concentration:** Fund tutors for the LRC
- **Art:** Curriculum Committee needs to be more effective and follow through in a timely manner when new programs are submitted
A Cinema 03 instructor suggests an English Prerequisite

Humanities 01: Bookstore to assist with ordering a study skills book for students

Humanities 30 & 31: Tutoring in LRC needs to be available to students

Multimedia 400: More funding for additional sound classes

Multimedia 500: Budget for guest industry partners to come and give specialized workshops

Multimedia 610 and PLO: Funding for guest speaker and more lighting equipment

Multimedia 640: Speakers for the computers

Multimedia PLO: More Lab hours for students

Music 101: Better facilities, more access to keyboards and Auralia software

Music 111: Better chairs in classroom and better computers in the learning resource center

Music 321/322/323: Seven of the electric keyboards in the keyboard instructional room have mechanical problems and they should be repaired or replaced. Seven of the keyboard benches have structural problems and should be repaired or replaced.

Music 411: Need to purchase music software applications and computers.

Music 501: Better rehearsal space as well as a performance venue! More music stands and better rehearsal chairs.

Photo 10: Provide a lab tutor that is knowledgeable of photographic practices and conducting computer research

7. Have the assessment results been posted on the online system?
   Yes

Written responses to these questions are due by e-mail to the SLO Coordinator Pat Flood by Friday, January 9, 2015.
Please label your file with your department name and Fall 14 Assmt Rept; example: Business Fall 14 Assmt Rept.