Student Learning Outcomes Report, Arts & Humanities Division, October 2016

Examples of Equipment Requests Prompted by 2015-2016 SLO Assessment and Program Review.

- The Music department was granted a request for wireless locks with tracking capability in an effort to not only protect musical equipment but also to monitor students' practice habits, with particular respect to tracking practice lab hours, a practice that would allow the department to facilitate meaningful assessments of the following learning outcomes: 1) Students will practice, master, and memorize beginning repertoire in a variety of styles while illustrating correct rhythm, fingering, and expression; 2) Students will develop an understanding of intermediate music theory and be able to apply it to their piano playing through scales, chords, and progressions; 3) Students will select, practice, master, and memorize intermediate to advanced repertoire in a variety of styles with an understanding of correct rhythm, fingering, and expression; 4) Students will learn and employ intermediate piano technique and incorporate it into daily practice; 5) Sing a solo from a recommended musical theatre repertoire with voice production, rhythm, pitches, and expressive elements as required for the scene; 6) Exhibit technical skills adequate for beginning/intermediate pieces; 7) Perform beginning/intermediate pieces in correct rhythm and at a reasonable tempo; 8) Complete an independent project in music.
- The Theater Arts department was granted a request for sound equipment necessary for proper training of students to achieve learning outcomes related to the recording and set up of sound gear. The department notes that a lack of proper sound equipment has been a barrier to student success with the following learning outcomes: 1) Serve as a member of a creative design process, simulating the complexities of creating live performance; and 2) recognize crew organization, hang and focus lights, record a sound effect, or set up a microphone.
- The Theater Arts department was granted a request for four LED lighting fixtures with up-to-date lighting technology. This equipment is necessary for the department to move forward with their goal of offering a certificate program in Technical Theater since training students using current technology will better prepare them for the workforce. While updated lighting technology will help students to achieve many learning outcomes specific to the theater program, especially those requiring students to participate creatively in productions, it will help students achieve the following outcome in a manner consistent with current practices in the workforce and at larger institutions: Students will be able to create a lighting plot for an assigned production.
- The Visual Communications department was granted an equipment request for Wacom Cintiq digital graphics tablets, which are used for digital drawing and painting as well as photo corrections. The department found that Wacom Cintiq tablets work much better than a traditional computer mouse for digital drawing since it allows students to emulate the drawing process similar to using pencil and paper. Wacom Cintiq digital tablets will help students to perform course-level learning outcomes in Photoshop and Illustrator classes with greater success since Wacom Cintiq tablets offers students tools which are aligned with those in Photoshop and Illustrator, as well as other capabilities lacking in the conventional computer mouse method. It should be noted that this request was not in 2015-2016 program review, since the requestor, Peter Kuo, the disciple's only full-time faculty member, was hired in Spring 2016.

Overview of Division Work with Learning Outcomes

The Arts & Humanities Division has largely been in the process of revising program-level and course-level student learning outcomes so that they align with the recommendations of the SLO Committee. This process has also led several disciplines to revise course curriculum as well as create new curriculum, and the division has also moved forward with implementing and/or advocating for changes within the classroom, department, division, and college based on student learning outcome assessment, analysis, and discussion of data collected in previous semesters. For example, the English department has followed through with ten strategies to improve student success based on recommendations that rolled out of analysis and discussion of student learning outcome data that assessed student skill level integrating source material in the English sequence (English 104, 1A, 4/7). The music department has identified classroom design/construction as a barrier to students reaching learning outcomes in performance classes, and has addressed this concern by requesting updates to performance classrooms in program review. SLO discussions in the ESL department has led to creating new outcomes that focus on reading in appropriate classes. The Foreign Language department has noted the lack of reassigned time for its only full-time faculty/coordinator as a barrier to meaningful collaboration and discussion of outcomes across the different foreign language disciplines. And SLO discussions in the Mass Communications department has resulted in revising program outcomes for the Certificate of Achievement. It should also be noted that support from the division SLO liaison has been valuable to the progress made with streamlining meaningful assessment of learning outcomes within the division, and particularly valuable to new full-time faculty within the humanities cluster.

Examples of Each Department's Work with Learning Outcomes

Speech
Last year's SLO assessment and analysis for Speech 1 and Speech 10 have revealed a 100% student success rate, and has led faculty to have several meaningful discussions reevaluating the academic rigor reflected in the SLOs for these course. The department plans to reassess SLOs for these courses during the current academic year during which they also plan to assess Speech 2A, 5, 11, 46, and 48. The department has also recently evaluated all course SLOs and mapped them to program-level SLOs for the AA-T in Speech. The department notes that Speech 1, 46, and 48 in particular help students to achieve all program outcomes, but also notes that the limited offerings of Speech 2A, 5, 10, and 11 (once per year) creates a challenge for students trying to obtain the degree and transfer from LPC within two years.
Mass Communications
The Mass Communications department has made sustained progress in updating student learning outcomes for all courses, a process that is ongoing and includes creating SLOs for new and revised courses, monitoring and improving existing assessments, and mapping course-level outcomes to program-level outcomes in the new version of eLumen. The department has recently mapped their course-level outcomes to program-level outcomes for the AA-T in Journalism, noting that eight courses map to SLO 1, six courses to SLO 2, and eight course to SLO 3. The department expects current work with outcomes to provide the foundation for informed updates to certificates and degrees.   Revision of course-level SLOs and program-level SLOs has led to more meaningful changes to the curriculum that impact student success such as increased student access to Mass Communications

17, Express Editorial Board, a course which previously required a co-requisite that had limited offerings. Also, the department has revised program-level SLOs for the Certificate of Achievement; outcomes which were previously too broad for students who want to enter the workforce with a journalism certificate were eliminated and new outcomes were created to be more specific and aligned to the goals of students and the certificate program.

The department notes the value of the workshops offered by the SLO committee as integral to the progress made with student outcomes as well as the value of part-time faculty contributions to the development and assessment of SLOs. Specific goals for the future that have rolled out of assessment and discussion of SLOs are to update newspaper classes to include a hybrid component, to increase literary anthology classes to three units, and to decrease their magazine production course to three units.

Foreign Language

Currently, the Foreign Language department, which offers courses in Spanish, Italian, French, and American Sign Language, has only one full time faculty (Spanish), who reveals that the lack of reassigned time for coordinating the program presents a barrier to meaningful collaboration with adjunct faculty from the other disciplines within the department.

2015-2016 SLO assessment and analysis of Spanish 1A revealed that some students relied too heavily on basic phrases learned during the first couple weeks of class, so the instructor has revised activities to include writing assignments for each lesson covered so that students have more practice processing new vocabulary and grammar structures in writing as they progress through the course.

English as a Second Language

Starting Fall 2014, the ESL implemented a department final for all grammar classes, and revision and refining of grammar exams has been ongoing based on student learning outcomes assessment, analysis, and discussion.

The ESL department has made steady improvements in student success during the 2015-2016 academic year. For example, SLO assessment and analysis for ESL130B has revealed continuous student improvement working with verb forms. This is a result of action taken by the department to revise verb form lists and homework assignments as well as providing online access to the answer key to quizzes, which were also revised based on analysis and discussion of SLO data.

Furthermore, ESL faculty have been in continuous discussions about revising SLOs in eLumen and designing reading-specific SLOs for applicable courses, a project they are currently working on.

English

The English Department conducted a SLO study in Spring of 2015 that focused on assessing student's knowledge of source integration across the English sequence, specifically English 104 (basic skills), 1A (first semester transfer), 4 and 7 (second semester transfer). Faculty discussions of the aggregated data led to a realization that some students did not retain source integration lessons in a manner expected by faculty as they moved up the sequence, namely that second semester transfer English (4 and 7) did not meet the expectations of source integration knowledge at that level. Faculty pointed out two concerns: 1) that students receive less instruction on that skill in 4 and 7 since students are expected to have retained that knowledge from previous classes, and 2) that students may deal with some confusion negotiating documentation styles since, at this point in their college career, they are more likely to be expected to apply APA and MLA documentation styles, and possibly others, to the various research projects they are involved in across the

disciplines.

A consideration of this SLO data has led faculty to design and implement ten strategies to support students and increase success with this skill: 1) Outreach to 4/7 instructors reminding them to review source integration; 2) Create refresher source integration assignments for 4/7; 3) Circulate "The Least You Should Know" to all instructors and see what they want to add; 4) Put "The Least You Should Know" on the RAW site; 5) Create a RAW page of resources for source integration and citation; 6) Collect student essays (with student permission) to post on Blackboard, for sharing with our students; 7) Create a Camtasia or video(s) presentation about source integration; 8) Organize a Flex Day workshop on source integration across disciplines; 9) Organize a Saturday workshop on source integration for the department; 10) Organize a place for instructors to give online feedback about how things are going in 1A, 4, 7. These activities have been completed or in the process of being completed by the end of this semester.

English department faculty are completing the process of revising all course-level SLOs to reflect the recommendations of the SLO committee and make outcome assessment more accurate, valuable, and meaningful. Also, the department rewrote PSLOs for both AA and AA-T degrees in Spring 2016 to better match the outcomes of required English courses, and the department plans to examine PSLO data to see if new trends emerge as a result of this change. Considering the fact that most students who take English courses are not English majors, the English department plans to pay special attention to PSLOs mapped to literature courses, which are attended by a higher amount of English majors.

Performing Arts

Music: Music department faculty have continuous dialogue about the academic quality of their curriculum and is in the process of refining and adding to the student learning outcomes for all classes and programs. Discussions of integrating processes to create opportunities for more meaningful SLO assessment has resulted in department plans to create a music major handbook and to increase their efforts to engage adjunct faculty in the development and assessment of SLOs. SLO discussions have also led the department to identify classroom acoustics as a significant impediment to student success in performance classes. This has prompted the department to request that specific updates to the classrooms in which performances classes are held, one update being replacing ceiling tiles with Wenger Acoustic Dispersion tiles.

Course-level SLO assessment and analysis has prompted music instructors to revise class activities and assignments. For example, SLO assessment of Music 14 during the 2015-2016 academic year has prompted instructors to incorporate more listening assignments to help students perform representative music styles appropriate to its historical period.

The department also notes that the recent hiring of two new full-time faculty has resulted in increased student engagement with music faculty, which in turn has led students to perform at a higher level meet program-level SLOs. For example, a PSLO assessment and analysis for the A.A. in Music has revealed that students are performing to a higher standard of professionalism during performance rehearsals than before new-faculty were hired.

Theater Arts: Review of SLOs for the 2014-2015 academic year has led to meaningful discussions among Theater Arts faculty about the programs intended pedagogy, and the department plans to complete this year their project of revising and creating meaningful and accurate SLOs for all courses, tying them to assessments, and mapping course-level SLOs to PSLOs and ISLOs. This will allow the department to collect SLO data that will lead to more meaningful discussions and

assessments of student learning. In particular, the department is looking forward to using this data to lead discussion on how Theater 47D, a new course offered by the department, has impacted the learning experience of students. Previous SLO data suggests ample opportunities for students to demonstrate success with learning outcomes, and also suggests the importance of a continued focus on student success in Technical Theater courses.

Humanities

Art: The Art Department hired its only full-time faculty member, David Wagner, this semester. Prior to this, the Art Department was without a full-time faculty member for a full academic year. David has worked closely with Angelo Bummer, English Faculty and SLO liaison to the Arts &b Humanities Division, to learn how to use eLumen to input and assess SLO data and map CSLOs to PSLOs. The Art department has recently redeveloped PSLOs for the AA-T in Studio Arts and remapped CSLOs to them. Goals for the future are to revise current CSLOs so that assessment will be more valuable.

Humanities and Philosophy: Humanities cluster faculty are in the process of developing an organized plan to make sure that all courses and programs, together with SLOs and PSLOs, are reviewed and updated regularly by full and part-time faculty, and they have collaborated with English faculty Angelo Bummer and others to help reflect these processes in the new eLumen system. This process is integral to immediate faculty plans to update the AA-T in Philosophy, and Humanities faculty also plan to revise Humanities 44 so that the objectives and outcomes of the course are aligned with the overall goals of the program.

Past SLO analysis and discussion has informed changes to curriculum that have improved student success. For example, a 2015 assessment of the Aesthetics SLO for Philosophy 3 has led to changes in the syllabus (scheduling an extra day of rough-draft workshops and adding additional evaluation instructions); this change proved to impact student success positively as the 2016 class showed a larger increase in proficiency with the Aesthetics SLO.

Assessment and discussion of the PSLOs for the Philosophy AA-T has led to faculty plans to craft a new PSLO that focuses on dialogue and respectful communication, an outcome that is in line with the goals of the program but not currently reflected in its outcomes. Faculty are also considering the addition of a argumentation and rationality PSLO that maps to Philosophy 6, the course faculty have agreed to view as the capstone for the AA-T in Philosophy.

Visual Communications: Visual Communications has recently hired full time faculty, Peter Kuo, which has enabled the department to maintain, develop, and assess SLO's for courses as well as program-level SLOs in a meaningful way. 2014-2015 SLO assessment and analysis of VCOM 53 led to the realization that SLOs for this course did not accurately reflect the desired outcomes of the course, and the SLOs are in the process of being revised and refined. While assessment and analysis of program-level SLOs have largely produced positive results, the department is in the process of creating new programs with the intent to offer multiple certificates for specializations such as web design, motion graphics, and digital illustration. This process, in turn, entails a revamping of program-level SLOs for the Certificate of Achievement. Peter Kuo has also mapped course-level outcomes to program-level outcomes for the AA in Visual Communications.