

INSTRUCTIONAL Program Review Annual Update

Department:	Humanities – Performing Arts		
Academic Year:	Fall 16 & Spring 17	Annual Update # 1	<input type="checkbox"/> Annual Update #2 <input checked="" type="checkbox"/>

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

OLD PLOS):
Humanities A.A Program Outcomes

- 1. Communication:** Demonstrate communication skills in written, musical, verbal and visual forms
- 2. Critical Thinking:** Analyze the cultural and historical foundation of contemporary human experiences; recognize the interconnectedness of all things; historical context, writing, composing poetry, creating art, singing, acting, and have developed a healthy curiosity about the world and its peoples.
- 3. Global Awareness:** Analyze different historical/artistic/literary movements throughout history and how those movements developed; demonstrate skills to become more historically and culturally literate; and demonstrate a deeper appreciation of people’s use of history, language and cultural mediums.
- 4. Personal & Professional Growth:** Demonstrate the willingness to explore and discover through writing, performing or creating works of art; demonstrate respect and appreciation for humans’ place in the world and the diversity of the human experience; and demonstrate an appreciation for history, art, music, literature, culture and philosophy.

NEW PLOS):
 The feedback explicitly stated or implied that PLOs exclusive to Performing Arts should be created instead of using generic Humanities PLOs. The original PLOs from 2003 will be put back into use. The new PLOs are as follows:

A Student of the Performing Arts program at Barstow Community College will be able to:

- 1. Demonstrate an appreciation for the arts.**
 (Communication, Personal & Professional Growth)
- 2. Create art through dance, music, or theatre.**
 (Communication, Global Awareness, Personal & Professional Growth)
- 3. Evaluate the importance of the arts historically, socially, and culturally.**
 (Critical Thinking, Global Awareness)

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

PLO 1: Demonstrate an appreciation for the arts.

A. Fall 2016

CLASS	SLO	RESULTS

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MUSI 3	2. Understand and explain the value of the arts.	<u>Measurement:</u> Discussion <u>Assessment:</u> Using examples from the discussion, there was a healthy discussion and students were able to answer the follow-up questions clearly as well, giving the question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before. The discussion questions are chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up.
MUSI 12A/B/C	3. To have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.	<u>Measurement:</u> Reaction to in-class performance. <u>Assessment:</u> 12A – All students very interested, attentive, and interactive with the guest musicians. Data indicated to include having student and professional performances in class. 12B – There wasn't a clear assessment. 12C - All students very interested, attentive, and interactive with the guest musicians. Data indicated to include having student and professional performances in class.

- SLO Forms were missing from MUSI 2, 5/6, and 7. It is not clear whether one of the SLOs in these class match this PLO.

B. Spring 2017

<i>CLASS</i>	<i>SLO</i>	<i>RESULTS</i>
MUSI 2	3. Understand the value of music.	<u>Measurement:</u> Quizzes, Final Exam, & Discussion <u>Assessment:</u> Students told instructor that they now see music in a different light...they now listen for melody, harmony, and try to figure out which instruments are being used. Students also said they understand the structure of the music and can identify sections in a composition.
MUSI 3	2. Understand and explain the value of the arts.	<u>Measurement:</u> Discussion <u>Assessment:</u> Using examples from the discussion, there was a healthy discussion and students were able to answer the follow-up questions clearly as well, giving the question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before. The

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		discussion questions are chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up.
MUSI 12A/B	3. To have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.	<u>Measurement:</u> Reaction to in-class performance. <u>Assessment:</u> All students, parents, and other guests attentive and interactive with the guest musicians. Plans on having as many guest musicians as the schedule allows.

PLO 2: Create art through dance, music, or theatre.

A. Fall 2016

<i>CLASS</i>	<i>SLO</i>	<i>RESULTS</i>
MUSI 4/B/C/D	<p><u>1.</u></p> <p>4: Demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4B: Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4C: Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4D: Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).</p>	<p><u>Measurement:</u> Performance of chosen repertoire and scored rubric.</p> <p><u>Assessment:</u></p> <p>4:</p> <ul style="list-style-type: none"> ▪ 50% of students received at least a 3 out of 4 ▪ 100% of students received a 2 and above <p>4B:</p> <ul style="list-style-type: none"> ▪ 29% (2 out of 7) improved in their score from MUSI 4 ▪ 43% (3 out of 7) had their score stay the same <p>4C:</p> <ul style="list-style-type: none"> ▪ This student improved from a 1.5 in MUSI 4 to a 3 in 4B. She still received a 3 in 4C. <p>4D:</p> <ul style="list-style-type: none"> ▪ Student 1 had 4's in MUSI 4 and 4B, went to a 3 in 4C, and then back to a 4 in 4D. ▪ Student 2 had consistent improvement. A 2 in MUSI 4, 3 in 4B, 3.5 in 4C, and a 4 in 4D.
MUSI 12A/B//C	1. Play assigned repertoire with appropriate level of fluency.	<p><u>Measurement:</u> Final Exam (performance portion)</p> <p><u>Assessment:</u></p> <p>12A – 4 As (out of 8 students)</p> <p>12B – 100% A work</p> <p>12C – 100% A work</p>
TART 1	2. Analyze and perform selections from dramatic texts utilizing the performance skills of memorization, vocal projection, spatial	<u>Measurement:</u> Scene performed and scored by a rubric.

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	awareness, stage directions, and physical expression.	<u>Assessment:</u> 43% received a 3 or higher (out of 4)
TART 5/B/C	<p><u>1.</u> 5: Dramatize a specific role before an audience that reflects a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.</p> <p>5B: Dramatize a specific role before an audience that reflects improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.</p> <p>5C: Dramatize a specific role before an audience that reflects advanced improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.</p>	<p><u>Measurement:</u> Actors were assessed through a rubric (with archival video) based on their performance of a straight play.</p> <p><u>Assessment:</u> 5 - 100% of students received a 3 (out of 4) or higher on the rubric. 5B - 100% of students received a 4 out of 4 on the rubric 5C - 100% of students received a 4 out of 4 on the rubric</p>
OTHER	<p><u>Live Performances</u></p> <ul style="list-style-type: none"> ▪ October 14 to 22 – Production of <i>Everything in the Garden</i>, a play by Edward Albee. ▪ November 30 – Fall Band Concert (featuring the Concert Band and Jazz Ambassadors) ▪ December 2 – Holiday Choral Concert (featuring the College Choir and Chamber Singers) 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> ▪ Fall Play – 21 Students ▪ Band Concert – no data available ▪ Choral Concert - 22 students

B. Spring 2017

CLASS	SLO	RESULTS
MUSI 4/B/C/D	<p><u>1.</u> 4: Demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4B: Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4C: Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).</p> <p>4D: Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).</p>	<p><u>Measurement:</u> Performance of chosen repertoire and scored rubric.</p> <p><u>Assessment:</u></p> <p>4:</p> <ul style="list-style-type: none"> ▪ 25% (1 out of 4 students) received a score of 3 out of 4 <p>4B:</p> <ul style="list-style-type: none"> ▪ 25% (1 out of 4 students) received a score of 3.5 out of 4 ▪ 75% (3 out of 4 students) received a score of 3 out of 4 ▪ 50% (2 out of 4) improved in their score from MUSI 4 ▪ 50% (2 out of 4) had their score stay the same <p>4C:</p> <ul style="list-style-type: none"> ▪ 20% (1 out of 5 students) received a score of 4 out of 4 ▪ 60% (3 out of 5 students) received a score of 3 out of 4

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		<ul style="list-style-type: none"> ▪ 40% (2 out of 5) improved in their score from 4B ▪ 60% (3 out of 5) had their score stay the same <p>4D:</p> <ul style="list-style-type: none"> ▪ 100% (1 student enrolled) received a score of 3 out of 4 ▪ 100% (the 1 student) had her score stay the same from 4C.
MUSI 6A/C	<p>2. Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.</p>	<p><u>Measurement:</u> Series of observation and performance checks including formal and informal assessments in both class as well as public performance.</p> <p><u>Assessment:</u> Most students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.</p>
MUSI 12A/B	<p>1. Play assigned repertoire with appropriate level of fluency.</p>	<p><u>Measurement:</u> Group playing together.</p> <p><u>Assessment:</u> 100% of students received an A.</p>
TART 4/B	<p><u>1.</u> 4. Demonstrate understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.</p> <p>4B. Demonstrate improved understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.</p>	<p><u>Measurement:</u> Presentation of songs.</p> <p><u>Assessment:</u></p> <p>4 –</p> <ul style="list-style-type: none"> ▪ 3 out of 5 students (60%) stayed at the same score for each song. ▪ 1 out of 5 students (20%) went up in their score from song 1 to song 2. <p>4B –</p> <p>SONG #1 (Semester to semester)</p> <ul style="list-style-type: none"> ▪ 3 out of 6 students (67%) went up in their score. ▪ 1 out of 6 students (17%) had their score stay the same. <p>SONG #2 (Semester to semester)</p> <ul style="list-style-type: none"> ▪ 2 out of 5 students (40%) went up in their score. ▪ 1 out of 5 students (20%) had their score stay the same.
TART 13/B/C	<p><u>1.</u> 13. Dramatize a specific role before an audience that reflects a clear, well-developed understanding of production text as it relates to the play’s given circumstances and personal character analysis.</p>	<p><u>Measurement:</u> Performance of a full musical production – <i>Hello, Dolly</i></p> <p><u>Assessment:</u> 13 – 100% of students (10 out of 10 students) received a 3 (out of 4) or higher.</p>

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	<p>13B. Dramatize a specific role before an audience that reflects improvement in a clear, well-developed understanding of production text as it relates to the play’s given circumstances and personal character analysis.</p> <p>13C. Dramatize a specific role before an audience that reflects advanced improvement of clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.</p>	<p>13B –</p> <ul style="list-style-type: none"> ▪ Both received the same score as the time before. ▪ Maria is a more experienced actor which accounts for her “4”s. ▪ Laura is young and her 2016 role was as ensemble. Her part was larger this time and although she did a really great job, she’s not as polished and will benefit from more training. <p>13C - Both received the same score (4/4) as the time before. Both are also more experienced although hadn’t been in one of my productions in 3 years.</p>
OTHER	<p><u>Live Performances</u></p> <ul style="list-style-type: none"> ▪ April 7 to 15 – Production of <i>Hello Dolly</i>, a musical by Jerry Herman. ▪ May 3 – Spring Band Concert (featuring the Concert Band and Jazz Ambassadors) ▪ May 12 – Spring Vocal Concert (featuring the College Choir and Broadway Voice Students) 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> ▪ Spring Musical – 45 Students ▪ Band Concert – no data available ▪ Vocal Concert - 24 students

PLO 3: Evaluate the importance of the arts historically, socially, and culturally.

A. Fall 2016

<i>CLASS</i>	<i>SLO</i>	<i>RESULTS</i>
MUSI 3	1. Analyze the historical and sociological effects of American music.	<p><u>Measurement:</u> Project on the history and sociological effects of a specific musical.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> ▪ 53% received a “B” or higher (18 out of 34 students) ▪ 76% received a “C” or higher (26 out of 34 students)
MUSI 4/B/C/D	<p>4: Demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.</p> <p>4B: Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.</p> <p>4C: Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.</p>	<p><u>Measurement:</u> Short essay question.</p> <p><u>Assessment:</u> Students were able to name additional languages, ethnicities, genres, and eras of music they’d sung, showing they expanded their knowledge.</p>

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	4D: Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.	
MUSI 8A/B	8A: Evaluate choral music of various genres and periods and be able to perform this literature with sensitivity, accuracy, and artistry. 8B: 2. Demonstrate improvement in the ability to evaluate choral music of various genres and periods and be able to perform this literature with sensitivity, accuracy, and artistry.	<u>Measurement:</u> Song Analysis Worksheets <u>Assessment:</u> Students filled out a Song Analysis Worksheet for 5 of the 6 songs studied. The worksheet asked about mood and message but it also asked about time period, origin, and style/genre. The average score for all but one student was 90% and above. That one student still received an average of 87%, which is still a good score.
TART 3	1. Identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.	<u>Measurement:</u> Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. <u>Assessment:</u> <ul style="list-style-type: none"> ▪ 22% (5 out of 23 students) received a B or higher ▪ 43% (10 out of 23 students) received a C or higher

- SLO Forms were missing from MUSI 2, 5/6, and 7. It is not clear whether one of the SLOs in these class match this PLO.

B. Spring 2017

<i>CLASS</i>	<i>SLO</i>	<i>RESULTS</i>
MUSI 3	1. Analyze the historical and sociological effects of American music.	<u>Measurement:</u> Project on the history and sociological effects of a specific musical. <u>Assessment:</u> <ul style="list-style-type: none"> ▪ 45% received a "B" or higher (19 out of 42 students) ▪ 76% received a "C" or higher (32 out of 42 students)
MUSI 4/B/C/D	4: Demonstrate knowledge of the diversity of musical styles of different historical and cultural origins. 4B: Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins. 4C: Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.	<u>Measurement:</u> Short essay question. <u>Assessment:</u> Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.

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	4D: Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.	
TART 3	1. Identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.	<p><u>Measurement:</u> Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> ▪ As: 33% (4 out of 12 students) ▪ Bs: 50% (6 out of 12 students)

IMPORTANT RE DATA: Something that must be mentioned is that the data for Course Success Completion and Fill Rates are inaccurate and therefore, cannot be measured. The numbers were very low and didn't seem to make sense so through some investigation, it became clear that the numbers are being based on the many sections which doesn't create a precise picture.

Performance classes in music and theatre have sequencing. The production classes (TART 5, 12, and 13) have both sequencing AND differing unit values per sequence.

Because the cap for a class is important to the overall data, the music and theatre class numbers are skewed because caps were counted for each sequence or sequence section. For instance, College Choir has a cap of 40 students. But that should include Beginning, Intermediate, Advanced, and the Masters class. At the moment, it's 40 PER each of those classes.

The full-time instructor will make an appointment with the Researcher to look at this issue and fix it for future data figures.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

Fall 2016

MUSI 2

- SLO Form Missing

MUSI 3

- SLO 1: Analyze the historical and sociological effects of American music.
 - Essay – target met
 - 18% received an “A” (6 out of 34 students)
 - 35% received a “B” (12 out of 34 students)
 - 24% received a “C” (8 out of 34 students)
 - 53% received a “B” or higher (18 out of 34 students)
 - 76% received a “C” or higher (26 out of 34 students)
- SLO 2: Understand and explain the value of the arts.
 - Discussion - target met
 - *There was a healthy discussion and students were able to answer my follow-up questions clearly as well, giving my question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before. Sample responses included.*

MUSI 4

- SLO 1: Demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - 13% (1 out of 8 students) received a score of 3.5 out of 4.
 - 38% (3 out of 8 students) received a score of 3 out of 4
 - 25% (2 out of 8 students) received a score of 2.5 out of 4
 - 25% (2 out of 8 students) received a score of 2 out of 4
 - 50% of students received at least a 3 out of 4

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- *100% of students received a 2 and above*
- SLO 2: Demonstrate knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Balance:*
 - *57% saw improvement*
 - *43% had the same score for each*
 - *0% saw regression*
 - *Blend:*
 - *43% saw improvement*
 - *57% had the same score for each*
 - *0% saw regression*
 - *Diction:*
 - *29% saw improvement*
 - *57% had the same score for each*
 - *14% saw regression*
 - *Phrasing & Expression:*
 - *57% saw improvement*
 - *43% had the same score for each*
 - *0% saw regression.*
- SLO 3: Demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir.*
 - *Languages – Latin, Spanish, English, American*
 - *Ethnicities – Puerto Rican, French*
 - *Genres – Religious, Pop, Secular, Sacred*
 - *Musical Eras – Contemporary, Medieval, Classic, Holiday, Country, Folk*

MUSI 4B

- SLO 1: Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - *14% (1 out of 7 students) received a score of 4 out of 4*
 - *14% (1 out of 2 students) received a score of 3.5 out of 4*
 - *29% (2 out of 7 students) received a score of 3 out of 4*
 - *14% (1 out of 7 students) received a score of 2.5 out of 4*
 - *29% (2 out of 7 students) received a score of 2 out of 4*
 - *29% (2 out of 7) improved in their score from MUSI 4*
 - *43% (3 out of 7) had their score stay the same*
 - *29% (2 out of 7) had their score go down, but only by .5 point.*
- SLO 2: Demonstrate improved knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: "My previous experience in College Choir has shown me how dynamics are properly used. This knowledge helped me predict where certain dynamics should be and the range of each dynamic."*
- SLO 3: Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – Spanish, Korean, Latin*
 - *Ethnicities – French, Puerto Rican, African, English, American*
 - *Genres – Traditional, Religious, Secular, Folk, Pop, Gospel, Country Folk, Funk, Classical, Disco*
 - *Musical Eras – Medieval, Contemporary,*
 - *(Incorrectly named: Baroque, Renaissance)*

MUSI 4C

- SLO 1: Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - *100% (only 1 student registered for 4C) received a score of 3 out of 4*
 - *This student improved from a 1.5 in MUSI 4 to a 3 in 4B. She still received a 3 in 4C.*
- SLO 2: Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).

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- Self-Evaluation – target met
- *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: “It helped me pay attention to the director more what the director does with the hand gestures and to go soft when supposed to. Going singing softer than what I think is soft for right dynamics.”*
- SLO 3: Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – Spanish, Korean*
 - *Ethnicities – Puerto Rican, French, African*
 - *Genres – Country Folk*
 - *Musical Eras –*
 - *(Incorrectly named: Jazz)*

MUSI 4D

- SLO 1: Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - *100% (2 students) received a score of 4 out of 4*
 - *Student 1 had 4’s in MUSI 4 and 4B, went to a 3 in 4C, and then back to a 4 in 4D.*
 - *Student 2 had consistent improvement. A 2 in MUSI 4, 3 in 4B, 3.5 in 4C, and a 4 in 4D.*
- SLO 2: Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: “I am able to anticipate dynamic choices because their purpose is to make the song more interesting by alternating levels of loud and soft. If the previous phrase was forte, the next should be piano for emphasis and variety.”*
- SLO 3: Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – English, French, Spanish, German, Latin, Italian, Swahili, Korean*
 - *Ethnicities – African, Puerto Rican*
 - *Genres – Pop, Secular, Sacred, Gospel, Folk, Pop*
 - *Musical Eras – Baroque, Modern, Medieval, Renaissance, Classical, Contemporary*
 - *(Incorrectly named: Hip-hop, Rock)*

MUSI 5/6

- SLO Missing

MUSI 7

- SLO Missing

MUSI 8A

- SLO 1: Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.
 - Self-evaluation of choir performance – target not met
 - *Students were given a Self-Evaluation form to complete after they watched the video of their choir concert performance. They had to write positive aspects and negative aspects about the performance both of the choir and their own contribution. Sample comment: “The blending in ‘God Rest Ye’ was beautiful, all parts were equal with few exceptions.”*
- SLO 2: Evaluate choral music of various genres and periods and be able to perform this literature with sensitivity, accuracy, and artistry.
 - Song Analysis Worksheets – target met
 - *Students filled out a Song Analysis Worksheet for 5 of the 6 songs studied. The worksheet asked about mood and message but it also asked about time period, origin, and style/genre. Median score was 90%.*

MUSI 8B

- SLO 1: Demonstrate improvement in the ability to distinguish, analyze, and create vocal music utilizing correct, balance, diction, tone production, rhythm, and pitch accuracy.
 - Self-evaluation of choir performance – target not met
 - *Students were given a Self-Evaluation form to complete after they watched the video of their choir concert performance. They had to write positive aspects and negative aspects about the*

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performance both of the choir and their own contribution. Sample comment: “In “Christmas Roundelay”, we did not stay on tempo and our vowels were not tall. They were very spread.”

- SLO 2: Demonstrate improvement in the ability to evaluate choral music of various genres and periods and be able to perform this literature with sensitivity, accuracy, and artistry.
 - Song Analysis Worksheets – target met

<i>MEDIAN</i>
91%
90%
87%
90%

MUSI 12A

- SLO 1: Play assigned repertoire with appropriate level of fluency.
 - Final Exam - target met
 - 4 A's, 2 Ds, 2 F's (two students that had an A average did not show for final exam)
- SLO 2: Understand basic theory to their level.
 - Midterm theory exam - target met
 - 7 As, 1 C
- SLO 3: Have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.
 - Reaction to in-class performance - target met
 - *All students very interested, attentive, and interactive with the guest musicians.*

MUSI 12B

- SLO 1: Play assigned repertoire with appropriate level of fluency.
 - Final Exam - target met
 - 100% As
- SLO 2: Understand basic theory to their level.
 - Midterm theory exam - target met
 - 100% As
- SLO 3: Have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.
 - Reaction to in-class performance - target met
 - *The student in level B did an excellent performance for the class and the class also had a professional harpist do a separate performance. It was great!*

MUSI 12C

- SLO 1: Play assigned repertoire with appropriate level of fluency.
 - Group playing together for assigned songs and Final Exam - target met
 - 100% As
- SLO 2: Understand basic theory to their level.
 - Theory quiz every class period and midterm theory exam - target met
 - 50% As, 50% Bs
- SLO 3: Have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.
 - Reaction to in-class performance - target met
 - *All students very interested, attentive, and interactive with the guest musicians.*

TART 1

- SLO 1: Analyze and perform selections from dramatic texts utilizing the performance skills of memorization, vocal projection, spatial awareness, stage directions, and physical expression.
 - Scene performed and scored by a rubric. – target not met
 - 7% (1 out of 14 students) received a 4 out of 4.
 - 36% (5 out of 14 students) received a 3 or 3.5
 - 14% (2 out of 14 students) received a 2.5
 - 43% (6 out of 14 students) received a 1.5
 - 43% received a 3 or higher.
- SLO 2: Demonstrate understanding of the fundamental skills necessary to analyze and perform a scene through the use of objectives, actions, and motivation, and a clearly defined physical, emotional, and mental life in relation to the scene's environment and to the other characters in the scene.
 - Written character analysis for chosen scene – target met

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- *Students were to submit a Character Analysis form for assigned character in scene work. There were 43 questions regarding their character, some answers coming from the script and many coming from their own creativity based on what they know of the character.*
- *79% of students (11 out of 14) actually submitted the assignment. Of those:*
- *91% received an "A".*
- *7% received a "B".*
- *100% received a "B" or higher on their assignment*
- SLO 3: Observe and analyze the various components of a theatrical performance, both in and out of class.
 - *Peer Feedback Form of Final Scene Performances – target met*
 - *Students were given a Peer Feedback form for each scene performed for the Final (excluding their own). They had to score their characterization through a rubric. They also had to write one positive comment about the scene and one helpful suggestion. Sample comment: "It sounded like she was just reading her lines. Her pitch wasn't changing / showing emotion."*

TART 3

- SLO 1: Identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.
 - *Essay – target not met*
 - *Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. 26 students completed the assignment. Of those:*
 - *0% received an A (14% in spring 2016)*
 - *22% (5 out of 23 students) received a B or higher*
 - *43% (10 out of 23 students) received a C or higher*
 - *57% (13 out of 23 students) received a D or lower*
- SLO 2: Demonstrate a vocabulary of common theatre terms.
 - *Final exam – target met*
 - *64% (19 out of 29 students) received an A (21% received a perfect score)*
 - *10% (3 out of 29 students) received a B*
 - *3% (1 out of 29 students) received a C*
 - *76% (22 out of 29 students) received a B or higher*
 - *79% (23 out of 29 students) received a passing grade or higher*

TART 5

- SLO 1: Dramatize a specific role before an audience that reflects a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.
 - *Actors were assessed through a rubric (with archival video) based on their performance of a straight play – target not met*
 - *There were a few students who audited so only those enrolled were measured. And of course, only the actors were assessed, not the crew.*
 - *67% of students received a 4 out of 4 (2 out of 3 students)*
 - *33% received a 3 (1 out of 3 students)*
 - *100% of students received a 3 or higher on the rubric.*
- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - *Prop, Costume, Set, or Marketing tasks – target met*
 - *All students had to give 3 hours towards the production in areas of design, tech, publicity, house management, etc. A log was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours. (Only those enrolled are being assessed, not those auditing)*
 - *86% of students (6 out of 7) gave their full hours (up from 85% last time and 53% before that).*
 - *14% gave 2 hours out of 5 (1 out of 7 students).*
 - *100% of students gave at least 2/3s of their time.*

TART 5B

- SLO 1: Dramatize a specific role before an audience that reflects improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.
 - *Actors were assessed through a rubric (with archival video) based on their performance of a straight play – target not met*
 - *There were a few students who audited so only those enrolled were measured. And of course, only the actors were assessed, not the crew.*
 - *100% of students received a 4 out of 4 on the rubric (3 students total).*

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- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - Prop, Costume, Set, or Marketing tasks – target met
 - *All students had to give 3 hours towards the production in areas of design, tech, publicity, house management, etc. A log was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours. (Only those enrolled are being assessed, not those auditing)*
 - *100% of students gave their full 3 hours (5 out of 5 students)*

TART 5C

- SLO 1: Dramatize a specific role before an audience that reflects advanced improvement of a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.
 - Actors were assessed through a rubric (with archival video) based on their performance of a straight play – target not met
 - *100% of students received a 4 out of 4 (only 2 students enrolled)*
 - *Student MV – No “improvement” as student had received 4s in TART 5B and 5 as well.*
 - *Student JDM – Not sure of the improvement. Student received a 4 in TART 5B but I couldn't find his score from TART 5.*
- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - Prop, Costume, Set, or Marketing tasks – target met
 - *50% of students (1 out of 2 students) gave only 2 of the 3 hours.*
 - *50% gave 0 (1 out of 2 students)*

Spring 2016

MUSI 2

- SLO 1: Students will research a musical composer and write an essay about their history and choose two compositions to analyze. In their analysis they must include the melody/harmony, dynamics, tone color, instruments used, rhythm, tempo, and form. (NOT THE CORRECT SLO)
 - Written paper – target met
 - *Most of the students submitted the written assignment and most of the students followed the assignment correctly by analyzing each of the compositions according to the instructions given. Students are now able to distinguish the difference between melody, harmony, dynamics, tone color, instruments used, rhythm, tempo, and form.*
- SLO 2: 1) Compare and contrast variations of a musical composition; 2) Discuss melody, harmony, and rhythm and 3) identify instruments through an online discussion board. (NOT THE CORRECT SLO)
 - Observation Online - target met
 - *99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.*
- SLO 3: Understand the value of music (THIS SHOULD BE SLO 2)
 - Quizzes, final exam, and discussions – target met
 - *Students have told me that they now see music in a different light. When students listen to music, they now listen for melody, harmony, and try to figure out which instruments are being used. Students also understand the structure of the music and can identify sections in a composition.*

MUSI 3

- SLO 1: Analyze the historical and sociological effects of American music.
 - Essay – target met
 - *29% received an “A” (12 out of 42 students)*
 - *17% received a “B” (7 out of 42 students)*
 - *31% received a “C” (13 out of 42 students)*
 - *45% received a “B” or higher (19 out of 42 students)*
 - *76% received a “C” or higher (32 out of 42 students)*
- SLO 2: Understand and explain the value of the arts.
 - Discussion - target met

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- *There was a healthy discussion and students were able to answer my follow-up questions clearly as well, giving my question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before. Sample responses included.*

MUSI 4

- SLO 1: Demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - 25% (1 out of 4 students) received a score of 3 out of 4
 - 75% (3 out of 4 students) received a score of 2 out of 4
 - 100% of students received a 2 and above
- SLO 2: Demonstrate knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Balance:*
 - 67% saw improvement
 - 33% had the same score for each
 - 0% saw regression
 - *Blend:*
 - 67% saw improvement
 - 33% had the same score for each
 - 0% saw regression
 - *Diction:*
 - 33% saw improvement
 - 67% had the same score for each
 - 0% saw regression
 - *Phrasing & Expression:*
 - 0% saw improvement
 - 100% had the same score for each
 - 0% saw regression.
- SLO 3: Demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir.*
 - *Languages – Latin, Spanish, English, American*
 - *Ethnicities – Puerto Rican, French*
 - *Genres – Religious, Pop, Secular, Sacred*
 - *Musical Eras – Contemporary, Medieval, Classic, Holiday, Country, Folk*

MUSI 4B

- SLO 1: Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - 25% (1 out of 4 students) received a score of 3.5 out of 4
 - 75% (3 out of 4 students) received a score of 3 out of 4
 - 50% (2 out of 4) improved in their score from MUSI 4
 - 50% (2 out of 4) had their score stay the same
- SLO 2: Demonstrate improved knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: "Last semester helped me be a better section leader as a whole. With this I was able to work with my section a lot easier as far as dynamics go. I was definitely able to predict dynamics, especially in "Sisi." ."*
- SLO 3: Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – German, Swahili, English, Spanish, Old English*
 - *Country of Origin – Germany, Kenya, America, Scotland, France, Latin American, England, France, Spain*
 - *Races or Ethnicities – African American, Hispanic*
 - *Genres – Folk/Traditional, Spiritual, Madrigal, Country, Americana, Anthem, Gospel, Comedy/Novelty, Canon, Pop, Jazz, Lullaby*
 - *Musical Eras – Baroque, Classical, Modern, Contemporary*

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MUSI 4C

- SLO 1: Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - 20% (1 out of 5 students) received a score of 4 out of 4
 - 60% (3 out of 5 students) received a score of 3 out of 4
 - 20% (1 out of 5 students) received a score of 2 out of 4
 - 40% (2 out of 5) improved in their score from 4B
 - 60% (3 out of 5) had their score stay the same
- SLO 2: Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: “Being able to more accurately anticipate dynamics comes from knowing the director. Since being in chair, I have learned Ms. Ross’ style of directing. Dynamics also change pretty reliably with the accompaniment.”*
- SLO 3: Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – French, German, Latin, English, Swahili, Korean, Spanish*
 - *Country of Origin – Germany, Kenya, America, Scotland, Latin American, England, France, Spain, Korea, South Africa, Ireland*
 - *Races or Ethnicities – African American, Asian, Hispanic, European/Caucasian, Native American, Middle Eastern*
 - *Genres – Pop, Jazz, Folk/Traditional, Spiritual, Madrigal, Lullaby, Novelty [Comedy], Country, Anthem, Gospel, Canon, Hymn, Americana, Funk*
 - *Musical Eras – Baroque, Classical, Modern, Contemporary, Renaissance, Romantic*

MUSI 4D

- SLO 1: Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).
 - Scoring of performance by rubric - target met
 - 100% (1 student enrolled) received a score of 3 out of 4
 - 100% (the 1 student) had her score stay the same from 4C.
- SLO 2: Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).
 - Self-Evaluation – target met
 - *Students were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Sampled comment: “My previous experience helped me read music better as learning the piano and learning music theory in choir and doing different concerts helped me to anticipate if it’s loud or soft.”*
- SLO 3: Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.
 - Short Essay Question – target met
 - *Languages – German, Spanish, Korean, Swahili*
 - *Country of Origin – Germany, Kenya, Spain, Korea*
 - *Races or Ethnicities – African, Hispanic, African American*
 - *Genres – Madrigal, Country, Folk, Lullaby, Gospel, Spiritual, Anthem, Chant, Pop, [Comedy]*
 - *Musical Eras – Modern, Classical*

MUSI 6A

- SLO 1: Students should be knowledgeable about the physical characteristics of playing their instrument with a quality sound and throughout the range of their instrument.
 - A series of observation and performance checks including formal and informal assessments in both class as well as public performance. - target met
 - *Through individual and small group playing it was confirmed that a majority of students were able to play with a good characteristic tone on their instruments. This included a tone quality that was not airy or distorted.*
- SLO 2: Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.
 - A series of observation and performance checks including formal and informal assessments in both class as well as public performance – target met

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- *In terms of SLO #2 most students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.*
- SLO 3: Students should be able to interpret music notation including dynamics, tempo, style, articulation, note length, and notation.
 - Informal observations in class – target met
 - *The interpretation of music notation has gotten much better this year, with a higher quality of being able to read music at a higher level. Most of the students were able to easily sight read grade 2 music and most of our music this year being grade 3.*

MUSI 6C

- SLO 1: Students should be knowledgeable about the physical characteristics of playing their instrument with a quality sound and throughout the range of their instrument.
 - A series of observation and performance checks including formal and informal assessments in both class as well as public performance. - target met
 - *Through individual and small group playing it was confirmed that a majority of students were able to play with a good characteristic tone on their instruments. This included a tone quality that was not airy or distorted.*
- SLO 2: Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.
 - A series of observation and performance checks including formal and informal assessments in both class as well as public performance – target met
 - *In terms of SLO #2 most students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.*
- SLO 3: Students should be able to interpret music notation including dynamics, tempo, style, articulation, note length, and notation.
 - Informal observations in class – target met
 - *The interpretation of music notation has gotten much better this year, with a higher quality of being able to read music at a higher level. Most of the students were able to easily sight read grade 2 music and most of our music this year being grade 3.*

MUSI 12A

- SLO 1: Play assigned repertoire with appropriate level of fluency.
 - Group playing together for assigned songs and final exam - target met
 - *100% As*
- SLO 2: Understand basic theory to their level.
 - Midterm theory exam - target met
 - *83% As, 17% Bs*
- SLO 3: Have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.
 - Reaction to in-class performance - target met
 - *All students, parents, and other guests attentive and interactive with the guest musicians.*

MUSI 12B

- SLO 1: Play assigned repertoire with appropriate level of fluency.
 - Final Exam - target met
 - *100% As*
- SLO 2: Understand basic theory to their level.
 - Midterm theory exam - target met
 - *100% As*
- SLO 3: Have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of the class.
 - Reaction to in-class performance - target met
 - *All students very interested, attentive, and interactive with guest musicians.*

TART 3

- SLO 1: Identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.
 - Essay – target not met
 - *Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. 26 students completed the assignment. Of those:*
 - *A: 33% (4 out of 12 students)*
 - *B: 50% (6 out of 12 students)*

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- C: 0
- D: 8% (1 out of 12 students)
- F: 8% (1 out of 12 students)
- SLO 2: Demonstrate a vocabulary of common theatre terms.
 - Final exam – target met
 - 60% (9 out of 15 students) received an A (33% received a perfect score)
 - 13% (2 out of 15 students) received a B
 - 7% (1 out of 15 students) received a C
 - 73% (11 out of 15 students) received a B or higher
 - 80% (12 out of 15 students) received a passing grade or higher

TART 4

- SLO 1: Demonstrate understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.
 - Presentation of Songs – target not met
 - *Students performed 2 different songs during the semester in two different styles. Their presentations were scored through a rubric.*
 - *3 out of 5 students (60%) stayed at the same score for each song.*
 - *1 out of 5 students (20%) went up in their score from song 1 to song 2.*
 - *1 out of 5 students (20%) regressed in their score from song 1 to song 2.*
- SLO 2: Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.
 - Peer and Self-evaluations based on watching performances on video – target met
 - *Students learned and performed two different songs from different genres. They presented them in class and then again for the end-of-semester concert. They watched video footage of each presentation and filled out peer and self-evaluation forms based on what they saw.*
 - *Beginning students discussed how they and their peers improved over the course of the semester.*
 - *Sample comment – “Significantly was less scared of performing in front of people. A greater ability to emote and play a role when performing. Better breath control.”*

TART 4B

- SLO 1: Demonstrate improved understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.
 - Presentation of Songs – target not met
 - *Students performed 2 different songs during the semester in two different styles. Their presentations were scored through a rubric.*
 - SONG #1 (Semester to semester)
 - *3 out of 6 students (67%) went up in their score.*
 - *1 out of 6 students (17%) had their score stay the same.*
 - *1 out of 6 students (17%) regressed in their score.*
 - SONG #2 (Semester to semester)
 - *2 out of 5 students (40%) went up in their score.*
 - *1 out of 5 students (20%) had their score stay the same.*
 - *2 out of 5 students (40%) regressed in their score.*
- SLO 2: Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.
 - Peer and Self-evaluations based on watching performances on video – target met
 - *Students learned and performed two different songs from different genres. They presented them in class and then again for the end-of-semester concert. They watched video footage of each presentation and filled out peer and self-evaluation forms based on what they saw.*
 - *Intermediate students discussed how the Beginning students improved over the course of the semester but how they and their peers improved since the last time they took the class.*
 - *Sample comment – “I feel that I improved on my vowels a lot more than last year. I also utilized my head voice more, not in a breathy or airy way so much as before.”*

TART 13

- SLO 1: Dramatize a specific role before an audience that reflects a clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.
 - Performance of a full musical production – Hello, Dolly – target met
 - *Actors were assessed through a rubric (with archival video) based on their performance in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included without a speaking role, auditors and crew.*

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- 40% received an 4 out of 4 (4 out of 10 students)
- 60% received a 3 out of 4 (6 out of 10 students)
- 100% of students (10 out of 10 students) received a 3 or higher.
- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - Prop, Costume, Set, or Marketing tasks – target met
 - *An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours.*
 - 94% gave their full 3 hours (16 out of 17 students)
 - *This number in the spring of 2016 was 78%*
 - *This number in the spring of 2015 was 75%*
 - 6% gave 1.5 hours (1 out of 17 students)
- SLO 3: Demonstrate proficiency at proper singing and dancing within the style of the musical theatre production.
 - Performance of a full musical production – Hello, Dolly!– target met
 - *Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on singing/dancing proficiency. A sample of students was used for this SLO. Those not assessed included auditors and crew.94% gave their full 3 hours (16 out of 17 students)*
 - 53% received a 3.5 or higher.
 - 80% received a 3 or higher.
 - Singing
 - 20% received a 4 out of 4 (3 out of 15 students)
 - 73% received a 3 out of 4 (11 out of 15 students)
 - 7% received a 2 out of 4 (1 out of 15 students)
 - Dancing
 - 7% received a 4 out of 4 (1 out of 15 students)
 - 47% received a 3.5 out of 4 (7 out of 15 students)
 - 27% received a 3 out of 4 (4 out of 15 students)
 - 13% received a 2 out of 4 (2 out of 15 students)
 - 7% received a 1 out of 4 (1 out of 15 students)

TART 13B

- SLO 1: Dramatize a specific role before an audience that reflects improvement in a clear, well-developed understanding of production text as it relates to the play’s given circumstances and personal character analysis.
 - Performance of a full musical production – Hello, Dolly – target met
 - *Actors were assessed through a rubric (with archival video) based on their performance in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included without a speaking role, auditors and crew.*
 - *Both received the same score as the time before.*
 - *Maria is a more experienced actor which accounts for her “4”s.*
 - *Laura (3/4) is young and her 2016 role was as ensemble. Her part was larger this time and although she did a really great job, she’s not as polished and will benefit from more training.*
- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - Prop, Costume, Set, or Marketing tasks – target met
 - *An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours.*
 - 100% (3 students) completed their full 3 hours.
 - *All 3 of them completed all 3 hours during the previous time they took the class.*
- SLO 3: Demonstrate improved proficiency at proper singing and dancing within the style of the musical theatre production.
 - Performance of a full musical production – Hello, Dolly!– target met
 - *Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on singing/dancing proficiency. A sample of students was used for this SLO. Those not assessed included auditors and crew.94% gave their full 3 hours (16 out of 17 students)*

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Singing

Student	Spring 17	Spring 16	Spring 15
Laura G	4	3	
Maria L	4	Audited – not scored	4

Dancing

Student	Spring 17	Spring 16	Spring 15
Laura G	3.5	4	
Maria L	3.5	Audited – not scored	3

TART 13C

- SLO 1: Dramatize a specific role before an audience that reflects advanced improvement of clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.
 - Performance of a full musical production – Hello, Dolly – target met
 - *Actors were assessed through a rubric (with archival video) based on their performance in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included without a speaking role, auditors and crew.*
 - *Both received the same score 4/4) as the time before. Both are also more experienced although hadn't been in one of my productions in 3 years.*
- SLO 2: Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc.
 - Prop, Costume, Set, or Marketing tasks – target met
 - *An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours.*
 - *75% (3 out of 4 students) completed their full 3 hours.*
 - *25% (1 out of 4 students) completed 2 ½ hours.*
 - *All four of these students completed all of their hours during the previous musicals they were enrolled in.*
- SLO 3: Demonstrate proficiency at proper singing and dancing within the style of the musical theatre production.
 - Performance of a full musical production – Hello, Dolly!– target met
 - *Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on singing/dancing proficiency. A sample of students was used for this SLO. Those not assessed included auditors and crew.94% gave their full 3 hours (16 out of 17 students)*
 - *The scores are very good and the changes are due to the demands of the particular musical.*
 - *Julie is an accomplished singer but struggles with dancing due to back issues. She still gives everything she has.*
 - *John Daniel is a strong dancer but needs a little work on pitch. His role was larger this time and perhaps is pitch issues were more obvious this time.*

Singing

Student	Spring 17	Spring 16	Spring 15	Spring 14
John Daniel M	3			4
Julie G	4			4

Dancing

Student	Spring 17	Spring 16	Spring 15	Spring 14
John Daniel M	4			4
Julie G	3			3

- D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

PROGRAM CHANGES

Program Level Outcomes were changed to reflect the Performing Arts instead of Humanities in general.

COURSE CHANGES

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MUSI 3

- SLO 1 - In the fall of 2016, Adjustments were made to 3 of the questions in the instructions to make them and the required structure more clear. A large majority of students passed the assignment with a “C” or higher. More care was taken in answering the questions than previously.

MUSI 4/B/C/D

- SLO 3 –
 - (F16) The last measurement stated “Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about “ethnicity” vs. “language.” This needs to be made clearer in the question.” This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they’d sung, showing they expanded their knowledge.
 - (S17) The last measurement stated “Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.” This was done and more types were written down so it made the measurement a little more successful.

MUSI 6A/C

- SLO 1 – In the spring of 2017, there was a more thorough explanation of the physical characteristics of playing.
- SLO 2 – In the spring of 2017, a few students switched instruments in order to have a more balanced ensemble sound so their technical facility was not as good as it should have been.
- SLO 3 – In the spring of 2017, there were higher expectations placed on music reading and playing.

MUSI 8A/B

- SLO 2 - The last time the class was taught, the action plan stated: “Some songs were more difficult to do research on than others but students didn’t always put enough thought into some of the questions. They may have been too vague. The worksheet will be re-worked to allow for specificity” This was done. It seemed to help with those specific questions. The average for all but one student was 90% and above. That one student still received an average of 87%, which is still a good score.

MUSI 12A/B/C

- SLO 1 – In the fall of 2016, more time was made for quizzes on the whiteboard for note and key identification. In the spring of 2017, more time was made for quizzes on the whiteboard and for theory related to the specific method being played and students were kept together as a group.
- SLO 2 – In the fall of 2016, more time was taken with flash cards of notes for treble and bass. Also had students help students of lower levels to understand basic theory. In the spring of 2017, there were more whiteboard quizzes as a class and all scales were written out – both sharps and flats.
- SLO 3 – In the fall of 2016, two students in separate performances were included as well as a professional performance by a harpist. In the spring of 2017, more people from the community were invited. The classroom was full. Also, students were included for included for performance.

TART 1

- SLO 2 – In the fall of 2016, he previous SLO stated: “There needs to be some modification to the questions on the assignment sheet regarding specificity in answers. While the assignment is discussed in class, students also need to see it in writing.” This was done and it was successful.

TART 3

- SLO 1
 - (F16) The Previous SLOs stated: “Last time the class was taught, a rubric was added to the assignment. It didn’t result in more As but there were less Ds or Fs. This time, an example was included along with the rubric but now only a little over a half of students passed the assignment... It’s difficult to know if the reason for the sad grades are due to ‘springitis.’ It’s the end of the semester and the last online session. Many students get burnt out. More clarification will be added to the paper.” Although more clarification was made to the paper, it didn’t result in higher grades and in fact, more students got Ds or Fs on the paper. Although the paper has very detailed instructions, a rubric, and examples, students don’t seem to be reading the instructions. It should be noted that the grading is tougher for this paper than other assignments in the class. It’s the most difficult paper and requires deep critical thinking.
 - (S17) The Previous SLOs stated: “After speaking with a student unrelated to the class, a discussion ensued regarding how to make the prompt more clear. This evolved in a lot of rethinking, some research, and more clarity for the assignment. These changes, including giving a

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basic answer to the question but making them figure out why that's the answer specific songs they can use to give their examples, will be made to the assignment. Hopefully, this will result in higher scores." The scores show that this was a very successful change! It might be a little difficult because the enrollment in the class this particular semester was lower than usual, but overall, students did so much better! The percentage of students who got a "B" or higher went up 61%!

TART 4/B

- SLO 1 - Last time, students did duets with their first song and group songs for their 2nd song because the instructor was afraid she wouldn't have time to address all students with enough focus and attention. This time, their 1st song was a solo. There was a concentrated effort to give more time to each student. This was successful. It was a very motivated group of students and they took the study of their individual songs with excitement and enthusiasm. They took her notes to heart and worked hard to improve. This carried over to their second song. She said she believed that staying at the same score for the 2nd song is still successful because the 2nd song is a different genre and style so it's harder to judge vocal improvement and technique since the songs had different demands. The one student who scored lower on the second song only did so because he's a more experienced singer...she expected more from him...and he didn't have as much expression in the second song. Technique was still strong.
- SLO 2 - The spring '16 assessment stated: "The comments of the students are a more efficient way to measure this outcome. A new final question may be utilized to measure this the next time." A new final assignment was created so that students focused only on discussing how they...and their peers...significantly improved over the course of the semester or from the Beginning class. This was successful because students had to really articulate and explain what they heard and saw in themselves and others. It should be noted that the Intermediate class' comments included more about technique and pinpointed more clearly what the singers did to make those improvements noticeable. The Beginning class spoke more about how they "felt"...the acting and emotion...confidence, etc. This shows a definite improvement in how the 2nd semester students show development in their understanding or terminology and the technical aspects of singing.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

COURSE CHANGES PLANNED

MUSI 3:

- SLO 1 - Feedback from the SLO committee asked how to reach out to the 24% who didn't pass the assignment. Great care is taken each semester in making the questions as clear as possible yet there is a certain amount of students who don't bother to read the instructions carefully enough or try to be as thorough as possible. HOWEVER, the following changes will be made the assignment:
 - Point values will be changed for each question with some questions being worth more than others. This should help students understand the importance of what the assignment is really asking for. I noticed that some students got low points because they simply didn't bother to answer every question. The questions that need the most research will be worth more points so students will understand more fully that if they don't do the work, there will be serious impact on their grade.
 - A word count will be given for the synopsis so that students understand the length I'm looking for.
 - The similar live musical question will clarify that if only a name of a show is given without the opening date and a clear explanation of similarity, no points will be given. And this is one of the questions that is worth more points than the others.

MUSI 4/B/C/D:

- SLO 1 – More work on breath work is needed.
- SLO 2 –
 - 4: Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. Students scored the aspects of the performance as either consistent or improved. The problem with this measurement is that students might be in a different frame of mind at the times they complete the assignment. Perhaps the comments regarding how the choir has changed throughout the semester would be a better measurement.
 - 4B: Like the fall of 16, most of the 4B students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. More discussion in class is needed to fully explain what I'm asking.

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- 4C: 3 out of 5 of the students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. More discussion in class is needed to fully explain what I'm asking.
- 4D: The student basically understood what I was asking. She did address it but it wasn't very clear. She has certain challenges and may not have understood or articulated that well. More discussion in class is needed to fully explain what I'm asking.
- SLO 3 - I need to speak more about the language, origin, genre, era, etc. of each song as I'm teaching them. Sometimes I think they don't hear what it is until the concert when tell the audience.

The form needs to be reconfigured so that they are listing each aspect next to each song through grids (with the measurement simply listing if each was named or not). As follows:

[Song title]	Language	Country of Origin	Race/Ethnicity	Genre	Era
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MUSI 6A/C:

- SLO 2 – Putting more emphasis on articulation and style.
- SLO 3 – Picking a variety of music from different genres.

MUSI 8A/B:

- SLO 1 – The difficulty with this SLO is how to show that intermediate students showed improvement in the SLO. The measurement needs to be revisited, perhaps amending the assignment for intermediate students
- SLO 2 – The worksheet still needs some editing to allow for more clear specificity.

MUSI 12A/B/C:

- SLO 1 – Divide the class into smaller groups. Have 12C do duets.
- SLO 2 – Recommend private tutoring for each student that cannot make it without excessive help.
- SLO 3 – Have as many guest musicians as the schedule allows.

TART 3:

- SLO 1 – Making such big changes to the assignment instructions went over very well, but some more tweaking to the instruction wording will be made to spell out more clearly what I'm looking for in the assignment. Particularly, exactly what type of lyrical examples I want students to look for in the musicals I list as examples in the paper.

TART 4/B:

- SLO 1 –
 - TART 4 – Beginning: A new way of measuring this need to be implemented. Instead of improving from song to song, it should be from presentation to presentation for each individual song.
 - TART 4B – Intermediate: Because more attention was given to individual students, there were some very serious changes in improvement, but it's hard to show that with numbers only. However, it should be noted that for both songs, 5/6 and 4/5 students had scores that either went up or didn't change. Although this is a successful assessment, next time, the measurement should be tweaked so that they are assessed twice in the semester for each song, just like the Beginning class, but then the median of those scores is used for this measurement.
- SLO 2 - Some students didn't delve enough into how the student improved over the course of the semester or two classes although that was stressed orally and on the page. More stress will be put on this part of the assignment.

TART 5/B/C:

- SLO 1 – Although this SLO is for TART 5, many of them have been in other production classes (TART 12 or TART 13). It may make more sense to assess them from one production to another, regardless of whether it's TART 5, 12, or 13 but it will be difficult to figure out where they are in the sequence. It may be attempted the next time.

TART 13/B/C:

- SLO 1 – This is a difficult class to assess because the size of someone's role has a lot to do with their scoring and therefore can skew the results a bit. Some thought will be put into this.
- SLO 2 - Something that might make it more successful in the future is to put out a weekly report of the totals so those who haven't completed them get a reminder.
- SLO 3 - It's difficult to assess this because the demands of each particular musical are different. Some thought will be put into this issue.

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

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GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT																								
#1	Improve the community and campus involvement in the performing arts program.	#1	<ul style="list-style-type: none"> ▪ Work with PIO ▪ Outreach to community and high schools ▪ Enhance online marketing presence ▪ Enhance marketing within the Performing Arts Center. 	<p>Outcome:</p> <ul style="list-style-type: none"> ▪ Measure performance attendance ▪ Measure class numbers <p>Measurement:</p> <ul style="list-style-type: none"> ▪ Ticket sales ▪ Course enrollment numbers <p>Assessment:</p> <ul style="list-style-type: none"> ▪ A box office report was created for Theatre Arts productions. ▪ Enrollment <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">CLASS</th> <th style="text-align: center;">F14</th> <th style="text-align: center;">S15</th> <th style="text-align: center;">F15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="text-align: center;">19</td> <td style="text-align: center;">52</td> <td></td> </tr> <tr> <td>3</td> <td style="text-align: center;">51</td> <td style="text-align: center;">49</td> <td></td> </tr> <tr> <td>6</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td>12</td> <td style="text-align: center;">21</td> <td style="text-align: center;">n/a</td> <td></td> </tr> <tr> <td>13/B/C/D</td> <td style="text-align: center;">n/a</td> <td style="text-align: center;">45</td> <td></td> </tr> </tbody> </table>	CLASS	F14	S15	F15	1	19	52		3	51	49		6	n/a	8		12	21	n/a		13/B/C/D	n/a	45	
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#2	Offer more diverse curricular opportunities in performing arts.	<ul style="list-style-type: none"> ▪ Realign existing courses or create new course ▪ Unarchive dance classes ▪ Unarchive technical theatre course 	<p>Outcome:</p> <ul style="list-style-type: none"> ▪ Class is offered with strong enrollment. <p>Measurement:</p> <ul style="list-style-type: none"> ▪ Course enrollment numbers <p>Assessment: n/a</p>																									

Goal #1 Annual Update: (Assess progress made toward goal attainment)

Objective #1:

Actions

- Full time instructor sent publicity forms to PIO for productions. Tickets for spring production were sold online through EventBrite.com, utilizing an “early bird” special.
- Instructor performed for events within the community in Barstow and other areas of the High Desert, providing networking opportunities.
- Facebook was used heavily to market productions as well as promoting theatre classes.
- Nothing has changed within the Performing Arts Center to allow for marketing.

Outcomes

- Ticket Sales/Performance Attendance
 - Production of *Parfumerie* – 227 total attendance (produced in the Black Box)
 - Production of *The Wizard of Oz* – 1,668 total attendance (produced on the Main Stage)
- Class Enrollment Numbers (*census numbers only*)

CLASS	F15	S16
1	From 19 in F14 to 20	n/a
3	34	33
4	n/a	16
5/B/C/D	From 21 in F14 to 17	n/a
13/B/C/D	n/a	From 45 in S15 to 34

- Census enrollment was available, not initial enrollment
- Beginning Acting (1) and Theatre Appreciation (3) stayed at consistently healthy rates.
- The Broadway Voice (4) was a healthy number.

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- Production classes (5 and 13) were healthy numbers but the numbers also reflect the production chosen, how many roles, there are, etc.

Objective #2:

Actions

- Realign existing courses and create new vocal courses.
 - The Broadway Voice Class (TART 4) needs to be moved to MUSI. That has not been accomplished yet.
- Unarchive dance classes
 - Beginning Modern Dance (TART 23) and Beginning Jazz Dance (TART 24) have been successfully unarchived but have not been taught yet. At the moment, we have no dance teacher. A search has been put out by HR.
- Unarchive technical theatre course
 - This has not been accomplished. When the instructor tried, it was still tied up in the Curricunet system.

Outcomes

- Course Enrollment Numbers
 - n/a (none have been accomplished or taught)

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Goal #2 Annual Update: (Assess progress made toward goal attainment)

Objective #1:

Actions

- Full time instructor continued to send publicity forms to PIO for productions. Tickets for spring production were sold online through EventBrite.com, utilizing an “early bird” special.
- Instructor continued to perform for events within the community in Barstow and other areas of the High Desert, providing networking opportunities.
- Facebook continued to be used heavily to market productions as well as promoting theatre and music classes.
- A new manager, Ed Will, was hired in the Spring of 2017 who immediately started working at bringing in acts to the theatre and help with marketing.

Outcomes

- Performance Attendance
 - Production of *Everything in the Garden* – 216 total attendance (produced in the Black Box)
 - Fall Band Concert – numbers not available
 - Holiday Choral Concert – 76 in attendance (54 in the Fall of '15)
 - Production of *Hello, Dolly!* – 715 total attendance (produced on the Main Stage)
 - Spring Band Concert – numbers not available
 - Spring Vocal Concert – 60 in attendance (57 in the Spring of '16)

- Class Enrollment Numbers (***Census numbers only***)

➢ Music

CLASS	F15	S16	F16	S17
2	47	38	41	41
3	42	39	43	64 (2 sections)
4/B/C/D	23	16	19	17
6A/B/C	0	0	6	2
7	0	4	n/a	n/a
8A	9	n/a	7	n/a
12A/B/C	11	14	35	29

➢ Theatre Arts

CLASS	F15	S16	F16	S17
1	20	n/a	17	n/a
3	34	33	34	20
4	n/a	16	n/a	13
5/B/C/D	17	n/a	48	n/a
13/B/C/D	n/a	34	n/a	62

- Online classes (MUSI 2, 3, and TART 3) are consistent except for one large fluctuation with TART 3 in the spring of 2017. The reason for this seems to be random.
- College Choir (MUSI 4s) stays relatively consistent.
- Concert Band (MUSI 6s) reflects a change from one teacher (who had a large following but didn't enforce enrollment) to a new teacher, unknown to students.
- Jazz Ensemble (MUSI 7) reflected the fact that past students had taken the class for many years and didn't yet have a sequence.
- Chamber Singers (MUSI 8s) doesn't receive the numbers it needs, but it's also an elite, audition-only choir in an already small choir program.
- Piano (MUSI 12s) had a huge jump in numbers that don't make sense, being that the cap for that class is smaller than what is shown in F16 and S17.
- Beginning Acting (TART 1) is consistent.
- The Broadway Voice (TART 4) has smaller numbers but students ask for the class.

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- Production classes (TART 5 and 13) reflect the production chosen, how many roles there are, etc.

Objective #2:

Actions

- Realign existing courses and create new vocal courses.
 - The Broadway Voice Class (TART 4) needs to be moved to MUSI. That has not been accomplished yet.
- Unarchive dance classes
 - Beginning Modern Dance (TART 23) and Beginning Jazz Dance (TART 24) have been successfully unarchived but had not been taught yet.
- Unarchive technical theatre course
 - This has not been accomplished. When the instructor tried, it was still tied up in the Curricunet system.
- Create sequence of classes for Classical Theatre Production (TART 12)
 - That has not been accomplished yet.
- Create sequence of classes for Theatre Orchestra (MUSI 9)
 - That has not been accomplished yet.
- Create sequence of classes for Modern Dance (TART/PEAC 23)
 - That has not been accomplished yet.
- Create sequence of classes for Jazz Dance (TART/PEAC 24)
 - That has not been accomplished yet.
- Create D in the sequence for Symphonic Band (MUSI 5)
 - That has not been accomplished yet.
- Create D in the sequence for Concert Band (MUSI 6)
 - That has not been accomplished yet.
- Create Beginning Guitar Class
 - This was accomplished and approved through Curriculum but hasn't been taught yet.
- Create sequence of classes for Guitar (MUSI 14)
 - That has not been accomplished yet.
- Create History of Rock and Roll Class
 - That has not been accomplished yet.
- Create Jazz Appreciation class
 - That has not been accomplished yet.

Outcomes

- Course Enrollment Numbers
 - n/a (none have been accomplished or taught)