

Los Angeles Southwest College

Program Review

2010

Program: PERFORMING ARTS

Initiator: Al Cowart, Jon Bremen, Robert Vance (Robert4Vance@gmail.com)

Reviewer 1: Allison Moore, Angela Jenks

Reviewer 2: La Shawn Brinson, Dan Walden

Date first draft of review was completed by initiator: November 3, 2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The Performing Arts program is committed to providing an environment for quality learning in the fields of Theater, Music, Art and Cinema to enrich the lives of our diverse population.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	1,047	1,631	1,840
Evening	307	218	253
Total	1,354	1,849	2,093

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	29.9	32.6	43.8
Evening	27.9	27.3	36.1
Total	29.4	23.7	31.2

1.0 Describe the trends in **enrollment and average class size**.

Enrollment: Over a three-year period day class enrollments have increased by 76%. Meanwhile, evening enrollments have decreased by 29%. Overall, enrollment is up 55%. The enrollment especially spiked between 2007 and 2008 (37% increase overall in one year).

Average Class Size: Over a three-year period, day class sizes have increased by 46%. Evening class sizes have increased by 29%. According to this data, total class sizes have only risen by 16%. This suggests that there is an error in the data provided for "Total" average class sizes.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

Class sizes have increased but not to the same degree as program enrollment. This suggests that we have expanded course offerings to partially accommodate the influx of students. Nonetheless, the ideal class size is 30 students or less. Current average class sizes are way above this figure.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	In order to expand educational opportunity and access (Strategic Goal 1), the Performing Arts program needs to adjust classroom activities and teaching methodologies to accommodate larger class sizes until the department can decide on an alternative plan of action.
Planned Activities	<ol style="list-style-type: none">1. Department meeting to discuss teaching techniques and methodologies.2. Meeting to discuss appropriate class size cap for classes in various disciplines within the department.3. Meet with Dean Bugg to discuss possible CTE funding for increased course offerings (especially in the area of Vocational Education).
Individual Responsible	Chair of Arts Department, Full-time faculty, and adjuncts
Start Date	Fall 2011
Method of Evaluation	Provide meeting notes to Dean that oversees the department of Arts and Humanities.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	1.1%	0.8%	1.2%
Black/African American	67.8%	56.0%	67.3%
Hispanic	24.2%	29.5%	23.8%
Native American	0.3%	0.5%	1.0%
Pacific Islander	0.7%	0.2%	0.3%
Caucasian/White	0.9%	0.5%	0.6%
Other	0.8%	1.1%	0.6%
Unknown/Decline To State	4.2%	11.4%	5.2%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The number of Hispanic/Latino students spiked during the 2008-2009 school year, but decreased by an equal amount in the following year. Overall, the ethnicity data has remained fairly constant over the three-year period. Changes in percentages over the last three years have changed no more than one percent in each ethnicity. However, the demographics of the student population differ greatly from the demographics of the LASC Service area (see chart below). One striking difference is that the Hispanic/Latino population at LASC in 2010 is around 24% while the surrounding community is about 73%. Based on these statistics, the Arts and Humanities department may enhance programs to provide a culturally diverse environment to better reflect the demographics of the surrounding community.

Chart 16: Population Distribution by Race & Ethnicity in LASC Area

Ethnicity	LASC Service Area (10 Zip Codes)		LASC Extended Area (Student Origination)		County of Los Angeles	
	2005	2010	2005	2010	2005	2010
American Indian/AK Native	0.25%	0.29%	0.23%	0.26%	0.30%	0.33%
Asian	2.94%	2.55%	6.09%	6.09%	12.27%	12.73%
Black/African American	24.44%	21.27%	23.91%	21.47%	8.96%	8.45%
Hispanic/Latino	68.54%	72.72%	55.65%	59.23%	47.05%	49.53%
Native HI/PI	0.14%	0.15%	0.46%	0.51%	0.28%	0.31%
White	2.79%	2.28%	12.10%	11.15%	28.93%	26.77%
Other	0.14%	0.13%	0.20%	0.18%	0.20%	0.19%
2 or More Races	0.76%	0.61%	1.36%	1.11%	2.01%	1.69%

Source: Madrid Study 2006

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	47.0%	48.2%	50.6%
20-24	21.6%	24.6%	23.7%
25-29	8.4%	8.2%	8.1%
30-34	5.4%	5.2%	4.7%
35-39	4.7%	4.1%	3.2%
40-49	7.8%	5.6%	5.8%
50+	5.2%	4.1%	3.8%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	68.0%	64.0%	64.8%
Male	32.0%	36.0%	35.2%

2. Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Age:

Currently, over 74% of students in the program are under the age of 24. According to the data in the most recent Educational Master Plan (2007), “students aged 24 and under represented about 45 percent of the total enrolled population.” Overall, the Arts and Humanities department accommodates a relatively young population. We were not able to retrieve age information for our service area aggregated by the age groups above; therefore, we cannot comment on the age patterns of our program compared to our service area.

Gender:

About 65% of students in the program are females. The Master Plan indicates that over the last five years “females accounted for over 70 percent of enrollment and males accounted for approximately 30 percent.” Our figures in this area are fairly consistent with overall enrollment numbers. However, the population of our service area is 48% male and 52% female (2000 Census, Service Area Zip Codes provided by the LASC Office of Research). Obviously, the male population of our service area is not fairly represented in our program.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	77.2%	87.0%	88.0%
% Evening	86.0%	81.7%	91.7%
% Total	79.2%	86.4%	88.5%

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- 2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention rates have increased by over 9%. Furthermore, the Performing Arts retention rates are above the statewide retention rates (according to the California Community Colleges Chancellor's Office).

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	60.6%	64.6%	64.9%
% Evening	66.8%	56.4%	74.3%
% Total	62.0%	63.7%	66.1%

- 2.3 Given the data, describe the trend in **successful course completion** rates.

Overall success rates have increased by over 4%. Success rates for evening students have increased by almost 8%. Nonetheless we will strive to close the gap a little more between retention and success rates.

- 2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The economic crisis of the last several years has forced many workers to seek retraining at community colleges. Furthermore, many universities, including UCs and CSUs have raised fees and reduced acceptance rates leading potential university students to filter down to community colleges. The high rates of successful course completion may be partially attributable to non-traditional and/or dedicated students. In particular, evening students tend to have more specific education goals and an interest in learning to improve their skill level and for cultural enrichment.

- 2.3.2 What are the implications of this trend in successful course completion for your program?

In light of the higher completion rates the program may be able to offer advanced classes. In addition, this trend may support the addition of technical classes that could lead to certificates and/or vocations. Presently there's one full time professor in the Art, Music and Theater programs, and one part time instructor in the Cinema program. The lack of advanced class offerings is inhibiting program completion. Furthermore, students are frustrated when they can't further their education because of the lack of a supplies, faculty and class offerings to accommodate their educational needs. Although the trends indicate steady rise in enrollment, this trend will be short lasted if there's not enough instructors to offer a fulfilling educational experience to our students. Our future is not totally grim; there are a few glimmers of hope on the horizon. Offering advanced courses will increase retention and student success and aide in the upward trend in enrollment, If students can't complete the coursework required for degrees, certificates, and transfers, they will fulfill their needs elsewhere or quit the program altogether.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	4		8
Certificates			
Skills Certificates			

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

Despite the fact that the number of degrees awarded in Performing Arts has doubled, the overall number is low.

Here is the degree data aggregated by discipline:

	2007-2008	2008-2009	2009-2010
Art	0	0	1
Music	0	0	1
Theater	1	0	0

The aggregated data was provided by the LASC Office of Research and seems to differ from the provided data. If the aggregated data is accurate, then the number of degrees awarded in each of the disciplines is equally low.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

One of the reasons that only a few degrees are awarded is that many of the required courses are not offered on a regular basis. Here is a list of required courses that have not been offered in the last three years:

Theater:

Lighting (Theater 119)

Stage craft (Theater 300)

Scene Study (Theater 275)

Rehearsals and Performances (Theater 291, Theater 292)

Music:

MUSIC 201 Harmony I (Required for transfer)

MUSIC 202 Harmony II (Required for transfer)

MUSIC 203 Harmony III

MUSIC 211 Musicianship I

MUSIC 212 Musicianship II

MUSIC 213 Musicianship III

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2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

The Performing Arts program must offer required courses on a regular basis in order for students to obtain degrees.

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Devise and implement a four-semester plan for Music, Theater and Art as a strategy for student success (Strategic Goal 2).
Planned Activities	<ol style="list-style-type: none"> 1. Meet as a department and discuss the objective. 2. Lead instructors outline a four-semester plan. 3. Submit changes to Curriculum Committee 4. Schedule courses that are required for degree programs. Use rotation if necessary.
Individual Responsible	Art Department Chair, Lead Instructors in disciplines
Start Date	Fall 2011
Method of Evaluation	Check catalog and schedule to verify that required courses are offered.

Objective	Given the demographic data above (age, gender, ethnicity), the Performing Arts department needs to formulate strategies to ensure that the program is hospitable to the population in the service area. This objective supports the goal to expand educational opportunity and access (Strategic Goal 1).
Planned Activities	<ol style="list-style-type: none"> 1. Discuss demographic data in department meeting 2. Discuss possible strategies to meet the needs of the service area 3. Outline strategies to meet the objective.
Individual Responsible	Art Department Chair, Lead Instructors in disciplines, adjunct instructors.
Start Date	Fall 2011
Method of Evaluation	Provide meeting notes to Dean that oversees the department of Arts and Humanities.

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

The performing arts department is asking for three basic types of resources:

- 1) Tools that support teaching and learning (retention, success, etc.)
- 2) Materials necessary for advanced courses (requirements for graduation)
- 3) Equipment that reflects industry standards and is comparable to other community colleges in the region (meeting market demands)

The **Theater** discipline requires the following **facilities**:

Black box theater, separate rehearsal room, dressing rooms,

The **Theater** discipline requires the following **equipment**:

Portable costumes racks (to transport from costume room to theater), Automatic costume racks (for storage , etc.), storage bins, lockers, make-up carts, irons, ironing boards, steamers, lockable storage cabinets, work benches, wireless microphones, computer for box office, ticket sales equipment, assorted office equipment (pens, pencils, chalk, dry-erase pens, paper,), fog machine, stage lights (ellipsoidal, Fresnel, replacement bulbs, spotlights, assorted gels, etc.)

The **Theater** discipline requires the following **supplies**:

Stipends for guest artists and clinicians, hardware, tools, power-tools, paint, lumber (for set design), brackets, latches, loose-pin hinges, costumes, wigs, protective gear (goggles, gloves, etc.), brooms, make-up kits, materials for costume design (mannequins, sewing machines, material, scissors, etc), assorted software, announcement boards, file cabinets, book shelves, scrim

The **Music** discipline requires the following **facilities**:

Recording studio, practice rooms, electronic music lab,

The **Music** discipline requires the following **equipment**:

Music stands and racks, amplifiers, recording equipment, musical instruments (particularly those used in commercial music, e.g. drum-set, bass, guitar, portable keyboard, etc.), assorted cables, choral risers, display cases,

The **Music** discipline requires the following **supplies**:

Stipends for guest artists and clinicians, assorted software, assorted office equipment (pens, pencils, chalk, dry-erase pens, paper,), file cabinets, book shelves

Offering advance course will increase retention and student success and aide in the upward trend in enrollment. This may be short lived if we can't provide enough instructors with access to adequate equipment and supplies. Two, the prospects of the new Performing Arts facility will also add a boost to the upward trends in enrollment. This too will be short lived if we can't provide more instructors and a realistic budget that will allow the Arts Department to function properly at their highest ability of instructing. In short, a technical training environment on this campus in Art, Cinema, Music and Theater that is well staffed and adequately funded would be an infusion of hope and inspiration for this community. A student's prospect of matriculating through the programs and obtaining a solid education in Technical Theater, Music, Art or Cinema would help sustain if not increase enrollment and offer our students the opportunity to acquire a career in one of these fields of choice.

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	2007	2008	2009
Art	553	443	756
Media Arts/Cinema	276	306	472
Music	526	491	728
Theater	460	797	1,005

3.1 Given the data, describe the trend in [WSCH per FTEF](#).

The WSCH per FTEF data indicates that the Performing Arts program has drastically increased its efficiency. Furthermore, the music, art and theater disciplines are well over the state standard of efficiency (525). In fact, the theater discipline is almost double the state standard.

3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The Performing Arts program uses personnel very effectively. However, the data indicates that the program is in need of more faculty members. Of course, this need will increase if the trend continues.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
J Bremen	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input checked="" type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Jazz Education Network Annual Conference, Professional Performances, offered clinics and master classes at University of North Carolina (1/09), organized faculty concerts and community jam sessions on campus.
A Cowart	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Professor Cowart is very active in writing and directing plays on and off campus. He is an outstanding leader of his charges as evidenced by the Theater discipline's consistent excellent showing in NADSA competitions.
R Brown	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	In 2010, Reginald D. Brown received a Community Volunteer Award from the Associated Administrators of Los Angeles (AALA) for his volunteer efforts at Foshay Learning Center. In 2009, he produced and

		directed "Back Home with Lisa Smith Putnam" Christmas special that aired December 13th, 2009 on Seattle Washington's NBC Affiliate KONG 6. In addition, Reginald has co-developed a TV production class syllabus for UCLA's FTV185 for FALL 2010.
K Harrington	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Kim Harrington recently joined the Beverly Hills/Hollywood National Association For The Advancement Of Colored People (NAACP) branch. In doing so, she has been invited to join their Theater Committee. The committee is the host of the annual Los Angeles Theater Festival and Image Awards. She is currently working on an original piece for the submission of the 4th annual NAACP Theater Festival 10-Minute Plays.
N Wheeler	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
R Vance	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Professor Vance is an active artist who has shown his original work in the LASC Art Gallery and at other galleries around Southern California.
L Evans	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Professor Evans I was involved in "Group Think" an exhibition at Azusa Pacific University featuring 5 women artists from Southern California including Kim Abeles, Joyce Dallal, Lauren Evans, Karen Koblitz, Patty Wickman. In addition, in summer 2010 she was chosen as one of the artists to participate in the Guitar Town Sunset Strip public art project. My Guitar featured Brian Wilson of the Beach Boys. The following is a write up from the website that outlines the project, and here is the link to Guitar Town Sunset Strip and the link to my profile.
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Hire one (1) full-time faculty member in the music discipline in order to support student learning and educational excellence (Strategic Goal 3).
Planned Activities	Write a proposal requesting full-time faculty position.
Individual Responsible	Lead faculty member in music discipline
Start Date	Fall 2012
Method of Evaluation	Proposal submitted to Faculty Hiring Committee by Fall 2012

Objective	Hire one (1) full-time faculty member to teach technical theater courses (lighting, stage craft, set design) in the theater discipline in order to support student learning and educational excellence (Strategic Goal 3).
Planned Activities	Write a proposal requesting full-time faculty position.
Individual Responsible	Lead faculty member in theater discipline
Start Date	Fall 2012
Method of Evaluation	Proposal submitted to Faculty Hiring Committee by Fall 2012

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Objective	Hire one (1) full-time faculty member to teach costume design, make-up and costume history courses in the theater discipline in order to support student learning and educational excellence (Strategic Goal 3).
Planned Activities	Write a proposal requesting full-time faculty position.
Individual Responsible	Lead faculty member in theater discipline
Start Date	Fall 2012
Method of Evaluation	Proposal submitted to Faculty Hiring Committee by Fall 2012

Objective	Hire one (1) full-time faculty member to teach courses (particularly computer-applied art) in the art discipline in order to support student learning and educational excellence (Strategic Goal 3).
Planned Activities	Write a proposal requesting full-time faculty position.
Individual Responsible	Lead faculty member in art discipline
Start Date	Fall 2012
Method of Evaluation	Proposal submitted to Faculty Hiring Committee by Fall 2012

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Music 101	12/20/05	Revise course outline	5/1/11
Music 111	12/20/05	Revise Course Outline	5/1/11
Music 201	1/24/06	Revise Course Outline	5/1/11
Music 202	1/24/06	Revise Course Outline	5/1/11
Music 203	1/24/06	Archive	5/1/11
Music 211	1/24/06	Revise Course Outline	5/1/11
Music 212	1/24/06	Revise Course Outline	5/1/11
Music 213	1/24/06	Archive	5/1/11
Music 321	3/21/06	Revise Course Outline	5/1/11
Music 322	3/21/06	Revise Course Outline	5/1/11

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Music 323	3/21/06	Revise Course Outline	5/1/11
Music 324	3/21/06	Revise Course Outline	5/1/11
Theater 275	11/15/05	Revise Course Outline	5/1/12
Theater 291	11/15/05	Revise Course Outline	5/1/12
Theater 292	11/15/05	Revise Course Outline	5/1/12
Theater 300	11/15/05	Revise Course Outline	5/1/12
Theater 119	?	Archive	5/1/12
Art 102	05-06	Course Outlines have been updated and are in the process of being approved	
Art 103	05-06	Course Outlines have been updated and are in the process of being approved	
Art 104	05-06	Course Outlines have been updated and are in the process of being approved	
Art 502	?	Archive	

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
Music 201	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	Budgetary constraints have prevented this class from being listed.
Music 202	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed	Budgetary constraints have prevented this class from being listed.

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	<input type="checkbox"/> Other (please detail):	
Theater 275	<input type="checkbox"/> Recommend Archive <input checked="" type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	Budgetary constraints have prevented this class from being listed.
Theater 291	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Theater 300	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Art 501	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Art 502	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Art 204	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Art 205	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
Art 206	<input checked="" type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Commercial Music Ensemble	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Jazz Appreciation	<input type="checkbox"/> Advisory committee

	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Computer Assisted Notation	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Computer Assisted Audio Recording	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Intro to Audio Recording	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
Stage Management (Theater)	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

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4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

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Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.
 - Click on underlined column headings to access additional information and instructions.

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

PROGRAM TITLE:				
AA Degree in Theater				
<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
<i>Example:</i> <u>Chemistry</u> 1. students will correctly solve problems (90%) using English/Metric conversions involving concentrations, gases, acid/base with at least 70% accuracy.	Chemistry 102, 212, 51	Embedded assessment in final exam. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	[insert sample results and plans]	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1. students will select, prepare, and perform a character from a monologue, scenes, and plays with emphasis on styles, vocal	Theater 270, 233, 291, 292	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

patterns, and differentiate between the theatrical genres.				
2. students will execute the technical functions involved with production that includes lights, sounds, and the development and use of props.	Theater 233, 291, 292, 300	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

3. students will write a one act play. (In that process identify the genre of their work; comedy, drama, etc.. Their story will be based on a self developed high concept treatment sentence and step outline.)	Theater 130	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**PROGRAM TITLE:
AA Degree in Music**

<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
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<p><i>Example:</i> <u>Chemistry</u> 1. students will correctly solve problems (90%) using English/Metric conversions involving concentrations, gases, acid/base with at least 70% accuracy.</p>	<p>Chemistry 102, 212, 51</p>	<p>Embedded assessment in final exam. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>	<p>[insert sample results and plans]</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
<p>1. Accurately (90%) analyze diatonic chord progressions using roman numerals.</p>	<p>Music 201</p>	<p>Embedded assessment in final exam <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011</p>		<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
<p>2. Aurally recognize musical works and comment appropriately on musical characteristics, genre, form, social significance, historical context, and production methods.</p>	<p>Music 111, Music 116</p>	<p><input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p>
<p>3. Identify and perform with proper fingering the major and minor scales and diatonic chord progressions.</p>	<p>Music 323, 324</p>	<p><input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p>
<p>4.</p>		<p><input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring</p>		<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

		2011		
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
PROGRAM TITLE: AA Degree Interdisciplinary Studies: Arts & Humanities				
<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
<i>Example:</i> <u>Chemistry</u> 1. students will correctly solve problems (90%) using English/Metric conversions involving concentrations, gases, acid/base with at least 70% accuracy.	Chemistry 102, 212, 51	Embedded assessment in final exam. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	[insert sample results and plans]	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
1. the student will identify art, music, and literature from pre-history to the early modern world.	Humanities 1	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
2. the student will compare and contrast various presentation styles in art, music, and theater.	Art 101, 103, Music 111, Theater 110	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
3.		<input type="checkbox"/> Fall 2010		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

		<input type="checkbox"/> Spring 2011		<input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

PROGRAM TITLE:

AA Degree in Art

<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
1. Using terminology appropriate to art appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.	Art 101, 102, 103, 104	<input checked="" type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 (Art 102, 104)		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
2. Analyze the composition, design, application of media, and iconography of art works.	Art 101, 201, 501	<input checked="" type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 (Art 501?)		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
3. Explain what constitutes significant or major innovations by studying the	Art 101, 102, 103, 104	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

evolution of style.				
4. Demonstrate application of color, the visual elements, space systems, and how to organize and present a resolved composition.	Art 300, 307, 308, 309	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

PROGRAM TITLE:

AA Degree in Art, Option in Art History

<u>Program SLO</u>	<u>Target Courses To Be Assessed</u>	<u>Assessment Strategy & Timing</u>	<u>Results and Plans for Improvement (if applicable)</u>	<u>Related Institutional SLO (mark all that apply)</u>
1. Using terminology appropriate to art appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.	Art 101, 102, 103, 104	<input checked="" type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 (Art 102, 104)		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
2. identify major works of art from pre-history to the early modern world.	Art 103, 104, Humanities 1	<input checked="" type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011 (Art 104)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
3.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

			<input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

- 5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 100	SLO 1: Critique the design elements that affect the artistry of a production.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Analyze his/her reactions to what is first seen in a production; compare his/her reactions to those of the rest of the audience.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Experiment using innovative equipment and theatrical configurations; experiment with untried elements of aesthetic balance of a production.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Course name: Theater 110	SLO 1: Evaluate the relationship of theatre to its art and culture through its writing styles.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Evaluate the technical innovations of the period and how they evolved, i.e., lighting instruments, stages, design concepts, etc.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 130	SLO 1: write a one-act play in the proper format.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 233	SLO 1: students will execute the technical functions involved with production that includes lights, sounds, publicity, make-up and costume design. (NOT YET APPROVED)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: students will perform in productions and compete in theatrical competitions as cast and directed by the instructor. (NOT YET APPROVED)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 240	SLO 1: Select performance material that is suitable to vocal range and strength of interpretation.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 2:Compose a journal that tracks vocal growth throughout the course that assesses what the student feels are strong and weak qualities.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 270	SLO 1:Interpret and apply acting techniques to enhance the presentation and cultural understanding of the character being portrayed in a monologue or scene.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Develop improvisational exercises that will help student work through performance problems or cultural issues that will insure a quality presentation.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Theater 291	SLO 1:students will assist in the execution of technical functions as directed by the stage manager that includes lights and sounds while working in a crew of the production. (NOT YET APPROVED)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: Theater 292	SLO 1:students will direct the production crew to execute technical functions that include lights, sounds, box office, and props. (NOT YET APPROVED)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 3

Course name: Music 101	SLO 1: 1. Read and play a single line of music on the piano at an elementary level.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2. Compose a short original melody utilizing simple note and rhythmic values and the student's own creative imagination.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 111	SLO 1: 1. Discuss the characteristics of the major musical style periods.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Place an unfamiliar piece of music in its proper style period by the sound of the music.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 116	SLO 1. Describe the social milieu of 1950s America and explain how specific social, economic, and technological	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	factors contributed to the origin of Rock-and-Roll.		
	SLO 2. Aurally recognize musical works and comment appropriately on musical characteristics, genre, form, social significance, historical context, and production methods.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 201	SLO 1. Analyze harmonically and melodically musical examples using figured bass and non-chord tone symbols.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2. Compose a short original composition utilizing correct voice leading and correct approach and resolution of non-chord tones.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 202	SLO 1. Students can use augmented sixth, secondary seventh, ninth, eleventh and thirteenth chords correctly in original musical compositions.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 203	SLO 1. As shown through the completion of the major project, the student can compose a medium length composition (60-80 measures) using Twelve-tone techniques of presentation of the tone row, retrograde, inversion and retrograde inversion	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 211	SLO 1: listen to a piece of unfamiliar music and recognize and diagram the formal structure as studied in class.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2. listen to and accurately reconstruct a simple melody both from the standpoint of rhythm and pitch.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 212	SLO 1: listen to a piece of unfamiliar music and recognize and diagram the formal structure as studied in class.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: listen to and accurately reconstruct a three part composition both from the standpoint of rhythm	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	and pitch.		
Course name: Music 213	SLO 1. The student can listen to a piece of unfamiliar music and recognize and diagram the formal structure as studied in class.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2 The student can listen to and accurately reconstruct a four-part composition both from the standpoint of rhythm and pitch.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 285	SLO TBD	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 321	SLO 1: As evidenced on regular examinations, the student can name pitches and note values.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: 2. The student can play the major scales up to and including 3 flats and 3 sharps through one octave.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 322	SLO 1: 1. As demonstrated on the final examination the student can perform by reading the assigned music.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 323	SLO 1: As demonstrated by classroom performance the student can identify and play with proper fingering the major and minor scales and chord progressions studied.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 324	SLO 1: As demonstrated by classroom performance the student can identify and play with proper fingering the major and minor scales and chord progressions studied.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: As demonstrated on the final examination the student can perform from memory the assigned.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Music 341	SLO 1: As demonstrated by classroom performance the student can identify	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5

	and play with proper fingering the major and minor scales and chord progressions studied.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 3
	SLO 2: As demonstrated by classroom performance the student can improvise a short musical variation on a familiar theme.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Music 411	SLO 1: The student will perform an assigned solo piece with accompaniment in front of a live audience.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Music 412	SLO 1: The student will perform an assigned solo piece with accompaniment in front of a live audience.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Music 413	SLO 1: The student will perform an assigned solo piece with accompaniment in front of a live audience.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Music 414	SLO 1: The student will perform an assigned solo piece with accompaniment in front of a live audience.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Music 650	SLO 1: Perform an appropriate accompaniment for a popular song.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
	SLO 2: Perform from sight a simple melody in the first position.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
Course name: Art 101	SLO 1: Identify representative works of art from periods studied by their stylistic characteristics.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
	SLO 2: Using terminology appropriate to Art History, analyze works of art to explain how visual works of art communicate within a cultural context.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3
	SLO 3: Evaluate the constitution of significant ideas and how major	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2

	changes influence the evolution of style.	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3
Course name: Art 102	SLO 1: Using terminology appropriate to art history, analyze how visual works of art communicate within a cultural context.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Evaluate the constitution of significant ideas and how major changes influence the evolution of style.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 103	SLO 1: Using terminology appropriate to art appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Analyze the composition, design, media, and iconography of art works.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Explain what constitutes significant or major innovations by studying the evolution of style.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 104	SLO 1: Using terminology appropriate to art appreciation, analyze works of art to explain how visual works of art communicate within a cultural context.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Analyze the composition, design, media, and iconography of art works.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Explain what constitutes significant or major innovations by studying the evolution of style.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Course name: Art 201	SLO 1: (PROPOSED) Draw and diagram a 3-dimensional form utilizing contour and cross contour lines.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: (PROPOSED) Employ the medium of charcoal on paper to draw and diagram how light logic (shading) illustrates the illusion of three dimensions.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 202	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 204	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 205	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 206	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 300	SLO 1: (PROPOSED) Paint a portrait employing a grey scale within a monochromatic color scheme.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 Tracing a photographic image onto canvas; finished painting will need to present a strong, well-defined composition illustrating the use of light/.shadows to define the form. RUBRIC WILL BE USED TO SCORE.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: (PROPOSED) Paint a landscape employing the strategy of atmospheric perspective.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 Adopt a stylistic	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

		approach of a master artist in this idiom to execute the painting. RUBRIC WILL BE USED TO SCORE.	
Course name: Art 307	SLO 1: List and define terminology relating to course subject matter. (PROPOSED CHANGE): Create a portfolio of work presenting one of the themes and technical approaches taught during Art 300.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate the necessary skills to make a permanent oil painting by mixing mediums and glazes.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 308	SLO 1: Demonstrate application of color, the visual elements, space systems, and how to organize and present a resolved composition.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate a variety of advanced painting techniques and how they influence subject matter.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 309	SLO 1: Develop and prepare a written statement of one's own work.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Present a portfolio suitable for exhibition including a series of paintings which display a specific theme and its variations.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Art 501	SLO 1: (PROPOSED) Complete a composition which will resolve and explore an example of symmetrical balance using shapes and color.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: (PROPOSED) Execute a design employing asymmetrical balance.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
		Scoring Rubric	
		Flexibility, variety, dominant/subdominant elements complement each other (Rubric)	
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 4

Art 502		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press "Edit-Copy." Click in the blank space below the original chart and press "Edit-Paste."

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:				<input type="checkbox"/> 1 <input type="checkbox"/> 2

		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

Through the comprehension and understanding of the course syllabi.

5.3.1 How do you measure whether students understand what the outcomes mean?

Engage the student in dialogue about learning outcomes and instructors expectations.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Instructor will make certain that students receive the rubric and course SLOs.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

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Through student feedback on how well they stand the rubrics and grading methods. Speak with other instructors will similar classes and students Learning Outcomes and how well they work. Express results of student and other instructor's feedback at a Flex activity. Based on the results of assessment/course feedback including student involvement, enhance course pedagogy and syllabi to better educate future students in the subject matter.

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis.

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

LASC Music Offerings Survey—144 Participants
Theater Class Survey—125 Participants

6.0.2 How many students participated in focus groups?

None

6.0.3 How many students participated in interviews?

None.

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

30 Students—Student production informal interviews.

6.1 Describe the results of the data accumulated in the above methods.

LASC Music Offerings Survey

New Course Offerings: Students were interested in Music Business, History of Pop Rock and Soul, and Guitar class.

New Ensembles: Gospel Choir and Commercial Music Ensemble were most requested ensembles.

On Campus Productions: Many of the students requested more on-campus musical productions.

Theater Class Survey

New Course Offerings: Advanced classes in acting and playwriting

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

There is a high WSCH to FTEF ratio. Full-time and adjunct faculty members contribute generously to the program. Also, we are providing the core courses that students need in order to meet transfer requirements to our target colleges. In the applied areas of performance, we are providing students with the opportunities to get real experience on the stage and in the Art Gallery. We bring in professionals who are working as musicians, actors and artists to give our students the "real world" scoop on how these various fields function. The Art Gallery also offers a forum in which students can present their own work and create portfolios.

Program Weaknesses

The program is held back by limited offerings and resources. Students lack the opportunity to receive degrees in the art disciplines. Many students interested in these subjects much complete requirements at other local 2-year colleges.

Program Opportunities

The new Performing Arts building will help to remedy the lack of resources. The technology to be implemented in the new facility will also help foster new teaching strategies resulting in improved student learning outcomes.

Program Challenges

The current challenge is to overcome the extreme budgetary constraints on our program. There is little or no money for resources necessary to maintain a functioning performing arts program. Currently, productions are staged only through the generosity and benevolence of the faculty and with **NO** support staff. The Art Gallery, as well, is run only with faculty volunteers and no support staff.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 Linstead of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective.(To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Provide all students an learning environment, in a production, in creative competitions and in the classroom, inclusive of staging, costuming, make up and construction. The student will know how to prepare and compose a critique of works both read and performed.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	Students excel in play productions and dramatic competitions. The department continues to pursue the objective.
Provide all students with an learning environment where they will implement the basics operation of technical equipment in technically related course work in the theater.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	At this time no technical courses are offered due to budgetary constraints. Objective dropped.
Provide additional courses in technical theater that will educate students in all areas of technical theater design; lighting, costume, make-up and staging.	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	At this time no technical courses are offered due to budgetary constraints. Objective dropped.

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	In order to expand educational opportunity and access (Strategic Goal 1), the Performing Arts program needs to expand course offerings. Given the 30% increase in enrollment, course offerings should be increased by at least 10% in the music and theater disciplines.	Schedule 10% more classes in the music and theater disciplines.	Chair	Fall 2011	Check the Fall 2011 Schedule of Classes.
2	Devise and implement a four-semester plan for Music, Theater and Art as a strategy for student success (Strategic Goal 2).	<ol style="list-style-type: none"> 1. Meet as a department and discuss the objective. 2. Lead instructors outline a four-semester plan. 3. Submit changes to Curriculum Committee 4. Schedule courses that are required for degree programs. Use rotation if necessary. 	Art Department Chair; Lead instructors in disciplines	Fall 2011	Check schedule to verify that required courses are offered.
3	Given the demographic data above (age, gender, ethnicity), the Performing Arts department needs to formulate strategies to ensure that the program is hospitable to the population in the service area. This objective supports the goal to expand educational opportunity and access (Strategic Goal 1).	<ol style="list-style-type: none"> 1. Discuss demographic data in department meeting 2. Discuss possible strategies to meet the needs of the service area 3. Outline strategies to meet the objective. 	Art Department Chair, Lead Instructors in disciplines, adjunct instructors.	Fall 2011	

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4	Hire one (1) full-time faculty member in the music discipline in order to support student learning and educational excellence (Strategic Goal 3).	Write a proposal requesting full-time faculty position.	Lead Faculty in Music	Fall 2012	Proposal submitted to Faculty Hiring Committee by Fall 2012
5	Hire one (1) full-time faculty member to teach technical theater courses (lighting, stage craft, set design) in the theater discipline in order to support student learning and educational excellence (Strategic Goal 3).	Write a proposal requesting full-time faculty position.	Lead faculty member in theater discipline	Fall 2012	Proposal submitted to Faculty Hiring Committee by Fall 2012
6	Hire one (1) full-time faculty member to teach costume design, make-up and costume history courses in the theater discipline in order to support student learning and educational excellence (Strategic Goal 3).	Write a proposal requesting full-time faculty position.	Lead faculty member in theater discipline	Fall 2012	Proposal submitted to Faculty Hiring Committee by Fall 2012
7	Hire one (1) full-time faculty member to teach courses (particularly computer-applied art) in the art discipline in order to support student learning and educational excellence (Strategic Goal 3).	Write a proposal requesting full-time faculty position.	Lead faculty member in art discipline	Fall 2012	Proposal submitted to Faculty Hiring Committee by Fall 2012

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plangoal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
2	Portable costumes racks (to transport from costume room to theater),	10		3		2000
4	Automatic costume racks (for storage, etc.),	1		3		2400
5	storage bins	100		3		1000
6	make-up carts,	1		3		250
7	Irons, ironing boards, steamers,	4		3		200

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8	work benches	4		3		800
3	wireless microphones	10		3		2500
9	computer for box office,	1		3		1500
11	fog machine	1		3		4000
1	stage lights (ellipsoidal, Fresnel, spotlights, assorted gels, etc.)	20		3		3000
12	replacement bulbs	10		3		300
13	Stipends for guest artists and clinicians	4		3		2000

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14	Royalties	4		3		2000
15	Shop Equipment hardware,(tools, power-tools, paint, lumber (for set design), brackets, latches, loose-pin hinges, costumes, wigs, protective gear (goggles, gloves, etc.), brooms)	1		3		3000
16	make-up kits	20		3		1000
17	materials for costume design (mannequins, sewing machines, material, scissors, etc),	2		3		7000
18	assorted software	1		3		2000
19	scrim	1		3		3000

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1	Music stands	50		3		1500
5	Guitar amplifier,	1		3		1000
3	Bass amplifier,	1		3		1000
2	Stipends for guest artists and clinicians	3		3		1500
4	Drum set	1		3		1500
6	Instrument cables	5		3		100
7	assorted software	5		3		1000

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Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

- 3. List a minimum of (3) recommendations for the program.**

Increase staff, increase faculty, increase course offerings, increase awareness of the program