Assessment: CA PLO Assessments (4/24/2018)

De Anza College

Dept - (CA) Art

For 2017-18 Submitted by:: Rocky Lewycky

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Art History PLO_2 - Students will demonstrate critical thinking and visual literacy skills through oral communication. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Art History PLO_1 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011	**Project -** Students will be evaluated on the basis of their completion of a guided analysis paper based on art objects or works of architecture in the San Francisco Bay area, in which art or architecture is explored on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies. **Target for Success:** 95%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed above the targeted success percentage (05/29/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The full-time art history faculty have discussed the results of this outcome for the art history program.	
Art History PLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives in the discipline of Art History. Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and			

secondary sources.
PLO Status: Active
Outcome Creation Date: 04/15/2011

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Art History PLO_4 - Students will investigate and validate the artistic contributions of world cultures, critically comparing these contributions from diverse peoples. Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, to assess the relevancy of traditional art forms in a current global context. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 04/15/2011			
Art PLO_1 - Students will gain skills in a variety of art techniques such as drawing, painting, sculpture, ceramics, and graphic design **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/23/2014	**Project -** Students will be evaluated from a variety of criteria including, overall relationship to assignment, technical knowledge of materials, and quality. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed above the targeted success percentage (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will continue to gather information for further reflection.	
Art PLO_3 - Students will demonstrate a basic understanding of the creative process from idea generation through the preliminary/first draft to final product. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 04/21/2014	**Project -** Students will be evaluated from a variety of criteria including, overall relationship to assignment, technical knowledge of materials, and quality. **Target for Success:** 75%	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students performed at or above target for success. (04/30/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty will continue to reflect and assess for continued success.	

Assessment: CA PLO Assessments (4/24/2018)

Dept - (CA) Dance and Theater

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Dance PLO 1 - Students will demonstrate awareness of their body movement. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 06/15/2012	**Underlying Course -** Demonstration and tests in the underlying courses.		

Assessment: CA PLO Assessments (4/24/2018)

Dept - (CA) Film/Television

For 2017-18 Submitted by:: Susan Tavernetti, Film/TV Department Chair

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Film/TV Program PLO_1 - Apply pre-production (screenwriting, production design, producing), production (camera, lighting, directing), and post-production (editing, sound, special effects) techniques in the completion of a screenplay, film or video work in live action or animation. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014, 2014-2015, 2015-2016, 2016-2017 **Outcome Creation Date:** 04/15/2011	**Project -** Faculty evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video Show. **Target for Success:** 75%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Thirteen student films were selected by F/TV faculty and staff from submissions produced in De Anza courses during the current academic year. The quality of the narrative, experimental, documentary and advertisement projects was excellent. The selections represented work produced in F/TV 20 (2), F/TV 50 (3) , F/TV 51A (4), F/TV 52A (3) and F/TV 57A (1). Five screenplays were selected for awards in the 9th Annual Film/TV Screenplay Competition. (10/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** F/TV faculty realized that some students, who had produced excellent screenplays and films, did not submit their work. More individualized encouragement and outreach may be needed. **Related Documents:** Program_Int_2016.pdf	**Enhancement:** Considering the quality of the short films, encourage students to enter them in festivals beyond De Anza for exposure and awards. Continue to teach and license software used by industry professionals, such as Media Composer|Avid and Maya. Acquire royalty-free music, such as SmartSound Sonicfire Pro. Continue to acquire audio and video equipment, and update computers and monitors. (06/20/2016) **Follow-Up:** After encouraging Ali Adhami to enter "Reinforced" in the Alternative category of the Student Academy Awards, Shawn Guthrie, director of the national competition for the Academy of Motion Picture Arts and Sciences, announced that the film advanced to the semi-finals: "In a year in which we received a record 1,749 films, that's an achievement. Your advancement puts your film in roughly the top 5% of all films

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			submitted."

Indicating the collaborative nature of the project, Film/TV Department students Nicole Sim and Katelyn Gonsalves produced the work starring Nika Nikolay and three tribes (literally) of De Anza College students. Directors of Photography were Asal Poursorkh (Blue Tribe), Edoardo De Armas (Green Tribe and Drone Cinematography) and Cody Hawkinson (Red Tribe). Ardeshir Adhami composed the score. (07/05/2016)

Program Review Reporting Year: 2013-2014
Target : Target Met
Fifteen student shorts were selected by F/TV faculty and staff for the 35th Annual Student Film & Video Show from over 50 submissions produced in De Anza F/TV courses during the current academic year. Submissions ranged from digital work produced in the beginning F/TV 20 production courses to shorts shot on 16mm or 35mm film in the most advanced F/TV 52A/B courses. The quality of the shorts, ranging from 1:30 to 10 minutes in running time, was impressive and included narrative, experimental, documentary and animated films and a public service announcement. Five students also won awards for their screenplays submitted to the Film/TV Department's Seventh Annual Screenplay Competition. (06/27/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The overall quality of student work was remarkable. The Cinequest Film Festival selected one film for their international Student Shorts Competition; Festival de Cannes featured one in the Short Film Corner, the San Francisco Film Society programmed one for their "Beyond Film School: Student Shorts" program, one was selected for the San Jose International Short Film Festival and another for the United

Enhancement: To encourage students to submit their high-quality projects to other festivals, production faculty decided to limit entries to 10 minutes or less running time (standard length for many shorts festivals), select five of the best shorts to submit to the Cinequest Film Festival and to mentor students about entering their work elsewhere for exposure and awards. In order to better prepare students for festival entries, faculty decided to implement an online submission process for the De Anza Student Film & Video Festival, possibly using FilmFreeway next year. (06/27/2014)
Follow-Up: F/TV faculty and staff implemented the use of FilmFreeway for online student submissions and jurying.

		Nations Association Film Festival (see interior program uploaded in Documents). The shorts competed against 4-year and graduate film school projects, so being selected for these showcases was quite an achievement. **Related Documents:** Program_Int_2014.pdf	(09/22/2014)
	Project - Faculty evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video Show. **Target for Success:** 75%	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Eighteen student films, the most programmed for the Student Film & Video Show, were selected by F/TV faculty and staff from 41 submissions produced in De Anza courses during the current academic year. The quality of the narrative, experimental, documentary and advertisement projects was exceptional. The selections represented work produced in F/TV 20 (7), F/TV 50 (1) , F/TV 51A (2), F/TV 52A (4) and F/TV 57A (2 -- and two shorts produced by the De Anza Film Society, as student club.Five screenplays were selected for awards in the 8th Annual Film/TV Screenplay Competition. (06/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More student work could be programmed because of the 10-minute or less running time requirement. The pilot program of using FilmFreeway, an online platform for submissions and jurying, prepared students for the world of film festivals. Many student shorts were honored by being selected/screened at ASIFA-SF 3rd Annual Spring Show, Cinequest Film Festival, Images Festival, and Santa Clara City Library's CineFEST. Also six F/TV students were selected to work as Production Assistants on director Danny Boyle's "Steve Jobs," partially shot on the De Anza campus (see 36th Annual Student Film & Video Program interior in Documents). **Related Documents:** Program_Int_2015.docx Program_Int_2015.pdf	**Enhancement:** Continue to encourage students to enter their short films in festivals beyond De Anza for exposure and awards. Purchase a SAN (Storage Area Network) so students can learn how to participate in professional media workflow for a collaborative, creative experience. Continue to teach and license software used by industry professionals, such as Media Composer|Avid and Maya. Acquire royalty-free music, such as SmartSound Sonicfire Pro. Continue to acquire equipment (including a professional digital camera such as RED), and update computers and monitors (including a color-grading suite). (06/26/2015) **Follow-Up:** Using Measure C monies, F/TV acquired a SAN and updated computers/monitors -- installed for Spring Quarter 2016. (04/04/2016)
	Project - Faculty and outside juror evaluation of completed screenplays and short film/video work submitted to the annual Student Film & Video	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Thirteen student films were selected by F/TV faculty and staff from submissions produced in De Anza courses during	**Enhancement:** Continue to encourage students to enter their short films in festivals beyond De Anza for exposure and awards.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Show. **Target for Success:** 75% **Related Documents:** Program_Int_2017.pdf	the current academic year. The quality of the narrative and documentary projects was excellent. The selections represented work produced in F/TV 22 (1), F/TV 50 (5) , F/TV 51A (3), F/TV 52A (3) and F/TV 57A (1). Five screenplays were selected for awards in the 10th Annual Film/TV Screenplay Competition. (06/25/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Professor Emeritus Charles Derry was the first outside juror for the Screenplay Competition. Employing an outside juror should be seriously considered for future competitions. **Related Documents:** Program_Int_2017.pdf	Continue to teach and license software used by industry professionals, such as Media Composer|Avid, Maya and DaVinci Resolve. Continue to acquire equipment (including professional digital cameras such as a Sony FS7 and Arri Alexa), and update computers and monitors. (06/25/2017)
Film/TV Program PLO_2 - Apply critical methodologies to analyze animated and live-action film, TV and digital media from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014, 2014-2015, 2015-2016 **Outcome Creation Date:** 04/15/2011	**Other -** Students will be evaluated on the basis of their completion of a guided analysis paper that demonstrates their visual literacy and ability to critically analyze, interpret, and write about film, television, and electronic media using film-specific language and the application of the analytical tools learned in class -- addressing aesthetic, technological, economic, socio-historical and/or ideological contexts. **Target for Success:** 75%	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For the three sections of F/TV 1, the 10% of the students that failed did not submit the critical paper, despite having extended deadlines with 10-point/week late grade penalties, and/or took the final exam. (10/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Encourage the submission of rough drafts and visiting instructors during office hours for help.	**Enhancement:** Add information on the "Written Assignment Guidelines" about De Anza's Writing and Reading Center (WRC), so students will seek out the tutors for help with assignments. (09/28/2015) **Follow-Up:** Written assignments were much improved due to rough drafts and tutorial help. (12/11/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Students performed above the targeted success percentage. (06/27/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The full-time media studies faculty discussed the results of this outcome. The biggest issue was students not completing and submitting their analytical papers for F/TV 1, F/TV 10 and F/TV 43.	**Enhancement:** Encourage the submission of rough drafts, so the writing process is broken into phases, and accept late papers with grade penalties. (09/22/2014) **Follow-Up:** The number of students that failed to complete the assignment dropped drastically once the deadline date was extended with the grade-penalty option. (09/22/2014)
	Other - Students will be evaluated on the basis of their completion of a	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met	**Enhancement:** Pearson has offered a complimentary pilot

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	guided analysis paper that demonstrates their visual literacy and ability to critically analyze, interpret, and write about film, television, and electronic media using film-specific language and the application of the analytical tools learned in class -- addressing aesthetic, technological, economic, socio-historical and/or ideological contexts. **Target for Success:** 75%	For the three sections of F/TV 1, the 10% of the students that failed did not submit the critical paper, despite having extended deadlines with 10-point/week late grade penalties. In F/TV 001-02L, approximately 25% of the students submitted rough drafts; instructor feedback resulted in final drafts of excellent quality. (03/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to encourage or require the submission of rough drafts, so students realize that writing is a process.	program for F/TV 1 in which students can submit drafts that will be evaluated for content, paragraph development, grammar and other writing elements. After receiving feedback, the students can revise their analytical papers and submit them to the F/TV 1 instructor for grading. Hopefully, the result will be twofold: 1) Students spend more time and care with the process of critical thinking, writing and rewriting; and 2) Written assignments will be much improved. (04/04/2016) **Follow-Up:** Although faculty evaluation of the Pearson tutors' comments was very favorable, students did not seem to understand how to implement the suggestions. Face-to-face tutors may contribute more to student success on written assignments. (07/01/2016)

Assessment: CA PLO Assessments (4/24/2018)

DeAnza College

Dept - (CA) Music

For 2017-18 Submitted by:: Ilan Glasman and Ron Dunn

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music AA Degree PLO_1 - Demonstrate, through successful public performance, a synthesis of technique, memory, musicality and stage presentations in both group and solo presentations. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Demonstration -** Assessment method: Faculty observation of student performances that constitute their finals. **Target for Success:** Accurate and expressive performances were executed by performing groups and solo performers	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Performances successfully take place every quarter at De Anza College. Public performances are presented by Vintage Singers, Chorale, Chamber Orchestra, Band, Piano, Guitar and Jazz. There is also a student recital, which highlights the accomplishments of the students in applied music (private lessons) (03/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The performance quality of the ensembles and applied music students is very high and professionally presented. There need to be more applied music students	**Enhancement:** Booking performance hall should be allowed two years in advance so the department can coordinate long term performance goals, such as hosting festivals. Administration need to allow the department to have more private students. More private students will also increase enrollment in the ensembles (03/09/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Performances ranged from large ensembles, such as De Anza Chorale, Jazz Ensembles, and Chamber Orchestra, to smaller ensembles and solo performances in recitals and jury performance. Faculty report that between 80 and 85% of performers met or exceeded the Target for Success. (04/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Though nearly all students had more or less accurate and expressive performances; there were some moments of uncertainty in some accompanied performances, since the accompanists were fellow music students recruited late in the quarter, rather than the Department accompanist, whose limited, part-time status precluded her from rehearsing with, and accompanying, these performers.	**Enhancement:** A full-time classified music employee is needed to ensure adequate and consistent rehearsal time. (04/18/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2012-2013 **Target :** Target Met The De Anza College performing ensembles, and applied music classes, offer students multiple performance opportunities. Students performed diverse repertoire on their solo instrument (or voice) as well as be part of a variety of vocal and instrumental performing ensembles. The ensembles collaborated with each other, as well as with outside groups, particularly high schools during this assessment cycle. The experience was divided into the rehearsal cycle and performance. The discipline, itself, is studied during rehearsals in preparation for public and private performances. In rehearsal, students learned the technique of their instrument and strong musicianship and sight reading skills. They also learned to memorize the music as they practice. At performance, students were expected to produce music at their highest level, including sensitivity to good intonation, phrasing, balance, dynamics, and correct musical execution. In all of the areas identified above, targets were met, with outstanding public performances. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because of the great diversity of students' background and learning styles, Instructors are sensitive to tailoring class presentations and rehearsals to individual students as much as possible. Due to variation in student practice time, success rates also varied.	**Enhancement:** Collaborations between performing groups have been very successful; Thus, we will encourage future collaborations between all faculty teaching performing ensembles. (04/20/2014) **Enhancement:** As much as feasible, instructors can encourage students to meet her/him, and one another, outside of class time. (04/20/2014) **Enhancement:** To encourage greater music reading skills, more time will be spent sight reading new music. (04/20/2014)
Music AA Degree PLO_2 - Demonstrate proficiency in music literacy in all historical periods, ear training and keyboard harmony equivalent to nationwide lower division curriculum standards **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013	**Exam - Course Test/Quiz -** 1. Comprehensive Testing of most facets of the series of courses named 2. Placement in universities and conservatories **Target for Success:** Music majors at 80%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Standard entrance exam administered as a mid term to second year majors. 85% surpassed the level of success required for entrance at moderately competitive entry institutions. (03/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More tutoring time for the lower achieving students could raise that percentage	

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Creation Date: 04/15/2011		**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The De Anza Music AA degree Program Level Outcome Number Two, "Demonstrate proficiency in music literacy in all historical periods, ear training and keyboard harmony equivalent to nationwide lower division curriculum standards", is primarily promoted in the core course for music majors, Comprehensive Musicianship. As the title indicates, Comprehensive Musicianship covers much of the scope of musical activities. "Music literacy" alone includes dozens of topics having to do with such things as facility and understand of acoustical phenomena, psychoacoustics, notational practices, musical forms, analysis, modulation, extended pitch resources, and post tonal practice. The addition of ear training and what is called "keyboard harmony" make for the difference between Comprehensive Musicianship and "Music Theory" at the lower division level. Since the primary curricular responsibility for this particular Program Level Outcome resides in a single sequence of courses (Music 3A, 3B, 3C, 4A, 4B, and 4C) plus the preparatory course, Music Fundamentals (Music 10A) and because, upon completion of the sequence, most students transfer to universities which assess their preparedness for upper division studies, assessment can be easily determined and comes in two forms. The first is the obvious tests and assignments in the sequence and the second is the rates at which De Anza music transfer students are accepted at universities and conservatories and how successful they are on transfer placement exams at receiving institutions. With regard to the first of these assessments, the success rate in the sixth of the six courses in the core sequence, fluctuates very little from year to year and hovers around the 90% level. With regard to the second of these assessments, data is much less complete, owing to the difficulty of getting results from students after they leave De Anza. Happily, the information coming from former successful students suggests a success rate on entrance	**Enhancement:** If we thought it was realistic and that it would be supported by the college, we would plan extensive longitudinal data collection. Enhancement in pursuit of equity is a difficult topic, partially because what seem to be the best ideas are ideas the funding of which the college does not support. Another difficulty in this area is that the curriculum has to be quite conservative in order to fit lower division expectations. Hiring of at least part time faculty reflecting the diversity of the student body as a whole would help to attract and retain more students from underserved and less successful populations. (04/18/2014)

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Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		exams and placement at the junior level of approximately 95%. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Over the last few years, the continued success of De Anza music graduates and transfers in the area of music literacy has been at least partially due to efforts beyond that which is supported by the college, i.e. extra hours of teaching and tutors paid for by instructors rather than the college. If we thought it was realistic and that it would be supported by the college, we would plan extensive longitudinal data collection. Enhancement in pursuit of equity is a difficult topic, partially because what seem to be the best ideas are ideas the funding of which the college does not support. Another difficulty in this area is that the curriculum has to be quite conservative in order to fit lower division expectations. Hiring of at least part time faculty reflecting the diversity of the student body as a whole would help to attract and retain more students from underserved and less successful populations.	
	Focus Group - At multiple department and subcommittee meetings, curriculum meeting ADT standards was written, and submitted to administration and curriculum committee **Target for Success:** ADT curriculum approved by curriculum committee and administration **Related Documents:** PLO1SLO20213134	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Curriculum for Applied Music has been approved, and is now being offered. In addition the Application for AD-T Music was submitted by the deadline for inclusion in the 2016-17 Catalog. Unfortunately, due to a miscalculation of units at the administrative level, the Application was returned, and will be resubmitted for the 2017-18 Academic year (04/17/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While there have been many setbacks in the Music Department's efforts to offer the AD-T in Music, the continued collaboration between all Full Time members of the department has resulted in a model for other colleges to follow. Once the	**Enhancement:** Once guidelines for appropriate numbers of units are resolved at the statewide level, the department will resubmit the Request for the AD-T in Music (04/17/2016)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		issue with the number of maximum units for the degree is resolved at the State level, we are confident that the AD-T will be approved at De Anza.	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met While De Anza music student do well on placement exams upon transfer to universities, they tend to to be placed at lower levels for instrumental of vocal proficiency because of a lack of private instruction which is required at lower division level at universities (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The music has compared data and curriculum at many California community colleges that have implemented the Music ADT, and feel that our most recent revisions comply with Title V and and ADT requirements.	**Enhancement:** In order to bring the Music AA degree at De Anza into closer alignment with national and regional lower division curriculum standards the faculty has drafted and submitted all necessary paperwork for the ADT in music. This new degree program and required curriculum are pending approval. (04/23/2014)
	Exam - Course Test/Quiz - Nationwide curriculum standards in all of these areas are quite specific and success is quantifiable through placement exams taken by students. An actual university placement exam is given as a midterm. **Target for Success:** Students contacted after taking placement exams at receiving institutions should show achievement at levels routinely higher than other community college transfers and frequently higher than those institutions' native students. **Comments/Notes:** Students contacted after taking placement exams at receiving institutions show achievement at levels routinely higher than other community college transfers and frequently higher than those institutions' native students.		
Music AA Degree PLO_3 - Distinguish musical cultures, historical periods	**Exam - Course Test/Quiz -** Assessment: Students identify and	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met	**Enhancement:** Activities that continue build a collection of

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
forms and composers; while demonstrating an understanding of the roles of music in human culture, and the ability to understand basic concepts and terminology. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	describe salient features of distinct musical cultures, composers, and style periods, as assessed through assignments, reports, projects, and exams. **Target for Success:** 75%	Faculty are providing earlier and more varied activities and assignments that encourage students to organize and summarize basic information about composers, significant musical ideas associated with cultures/periods, and musical examples. As measured by relative performance on graded exams and other assignments students are achieving success rates close to typical near 70% success rates overall at the college. (03/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given the amount of new information to learn about this subject area this is always a challenge for students. Although students are generally performing reasonably well on these subjects, it continues to be very challenging for many of them, especially those who are overwhelmed by the volume of information and myriad ways in which it is interconnected.	information about composers, style periods, musical cultures, etc. and to practice listing and interrelating them are critical for student success, and it is important to find ways to integrate more of them into regular classroom activities. (03/23/2017) **Follow-Up:** Faculty should a) produce and integrate activities that provide students with opportunities to practice listing, summarizing features of, and comparing information about composers, style periods, cultures, etc. (03/23/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Trends identified in the Introduction to Music series were that students were generally successful with at identifying and describing features of musical cultures, composers and style periods. In Music 1A, some students find it more difficult to master the number of composers and stylistic trends in more recent periods. In other courses, such as Music 1B and 1C, there is a greater challenge in drawing connections between stylistic features and auditory recognition of the many genres covered. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** One issue identified is students do not always acquire course materials necessary for success. Faculty have developed strategies for initiating conversations with students who don't have the materials, including directing them to the copies of the book that are on reserve at the library, and explaining the importance of course materials to their success. In working to strengthen student performance with terminology and concepts, we have identified a need to reinforce basic terminology and concepts and readjust	**Enhancement:** Employ review strategies designed to help students list and connect composers, eras, basic facts, and representative works from the Romantic and 20th/21st century eras, and begin the use of these strategies earlier in the term. (03/23/2017) **Enhancement:** Class activities and assignments that provide more opportunity to use and understand complex terminology and concepts. (04/18/2014) **Follow-Up:** Faculty are using new strategies and techniques including having students produce graphical representations of musical concepts, and employing collaborative exercises by means of which students may use terminology and concepts in

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		pacing of courses to provide more time for difficult material.	dialog with other students (03/21/2017)

Enhancement: Take steps to ensure that students have access to course materials necessary for their success, including identifying widely available and less expensive textbooks, placing more copies on reserve. (04/18/2014)

Follow-Up: Faculty are employing several approaches to decrease the number of students who do not have access to the text and recordings: making rental copies available, altering course materials to accommodate use of earlier editions at lower cost, supplying additional copies of text and recordings for checkout at the library, tracking students who wait to acquire text beyond the first week to ensure that they have the materials. (03/21/2017)

Exam - Course Test/Quiz - Midterm exams include test items focused on musical cultures, historical periods, forms, and composers. The items range from basic (naming and identifying) to more sophisticated items calling for summaries and comparisons.
Target for Success: The percentage of students performing at the passing or better level on these subjects should be equal to or greater than the typical success rates at the college as a whole, which is close to 70%.

Program Review Reporting Year: 2016-2017
Target : Target Met
Discussions among faculty teaching the Music 1 series courses reveal that students are achieving passing or better performance on the exams in these classes as per the 70% target goal. (03/23/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): While the target is generally being met, further work on determining what factors may hold back those students who do not achieve success is warranted.

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music AA Degree PLO_4 - Produce, notate, and perform music using contemporary technologies. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Other -** Graded assignments, projects, and performances that assess student skills in the use of contemporary technologies to produce, perform and/or notate music. **Target for Success:** 70%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students in Music 3 and 4 Comprehensive Musicianship classes use music notation software to notate and compose class assignments, and use "ear training" software as an integral practice tool. Students in both Music 51 Introduction to Electronic Music and Music 8 Intermediate Electronic Music use a variety of software applications to produce musical projects and perform them as final projects. By and large, students in all of these courses are successfully learning and demonstrating skills in this area. Occasional challenges include providing students with sufficient lab time to go beyond the basics on assignments and ensuring that the software and hardware tools are up to date and operational. (04/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Comprehensive Musicianship students are making increasing and more effective use of music notation and drill software. Electronic Music students continue to successfully learn and use tools for creating and producing music projects. Recent updates to the music lab have improved the situation and we now have current tools for all classes. Students in all classes using the lab would benefit from (and often request) additional access to open lab time.	**Enhancement:** Comprehensive Musicianship students are making increasing and more effective use of music notation and drill software. Electronic Music students continue to successfully learn and use tools for creating and producing music projects. Recent updates to the music lab have improved the situation and we now have current tools for all classes. Students in all classes using the lab would benefit from (and often request) additional access to open lab time. (04/20/2014) **Follow-Up:** 90% of students in these classes are successfully using music software of various types as described in the target. Some additional lab time has been made available by faculty keeping lab open beyond scheduled hours. Students would benefit from additional monitored open lab time. (03/21/2017)
Music Program PLO_1 - Students will demonstrate basic levels of skill and comprehension of the general discipline of Music through creative expression and interpretation of artistic works. **PLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 04/15/2011	**Presentation/Performance -** Students will demonstrate through in-class or public performance and evaluated on presentation, tone quality and musical accuracy/expression. **Target for Success:** Each student will demonstrate continuing progress in musical interpretation and expression.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessments based on public performances by groups such as De Anza Chorale and Chamber Orchestra, as well as students in Applied Music. As the year progressed, students showed increasingly sophisticated abilities of interpretation and expression. (03/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students entering the program mid year sometimes started at a disadvantage.	**Enhancement:** The music department should take part in early recruitment efforts targeted to encouraging fall enrollment (03/21/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met	**Enhancement:** In the case of Classical Guitar, a new course has

Courses are quite varied, united by their "applied" nature—hands-on music learning. Thus, assessments and enhancements are equally varied. Some common elements: early SLO work was "skeletal," not very detailed; later SLOs showed a more thoughtful approach. In several classes, a lack of funds and college support were identified as impediments to enhancements, including the ongoing and critical need for a Music Dept. Staff person. This may be an equity issue, as instructors are devoting disproportionate amounts of time to work that had been performed by our staff person, taking away from time needed to work with struggling students who are often members of targeted groups. A lack of practice by students, or an understanding of what practice entails, emerged in some cases, in addition to a need to better educate students to the differences between popular and "formal" approaches to music and musical training. Large performing groups' assessments were unified by successful performances, and targets, as defined by each, having been met. (03/12/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): A lack of practice, or quality practice, has been identified as a trend; addressing the shortcomings of student practice, Music Department discussion revealed that when there is frequent assessment that is targeted to practice methods and time management, students tend to prepare better. Thus an effort toward more frequent assessment should be considered in Applied Music classes such Guitar I, Beginning Voice, and Class Piano I. A question remains as to how to reach those students who do not respond to such pressure. A strength identified as that our Applied music classes often have in-class performances that help to develop confidence and knowledge of performance protocol that can be applied to other disciplines.

Department discussion reveal consensus that the restoration of a Full time department staff person is essential to the health of the department, and in allowing faculty to spend more time in spending time with students to ensure their success. Additionally, faculty identified having scheduled Lab hours for practice, supervised by faculty as a key component to the success of our students.

been created, Acoustic Guitar, which will address students' desire to learn popular and folk music, and offering a separate path to music training. This class has been approved for the 2014-15 academic year. (04/19/2014)

Enhancement: Given the fact that many of our students are unaware of the differences between popular music and formal training, such as classical guitar or voice, Instructors have already altered coursework to include, or increase the amount of popular music (voice and guitar) as a means to bridge students' experience and the expectations of the classes. A continued effort in this regard is recommended. (04/17/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Music Program PLO_2 - Students will experience or explore music, including performance, listening, comprehension, and career choices and life goals. **PLO Status:** Active **Outcome Creation Date:** 04/15/2011	**Exam - Course Test/Quiz -** Students demonstrate comprehension of course content through description of live and/or recorded performances, listening skills, historical and cultural context, and careers as appropriate for each course. **Target for Success:** Students will achieve a passing or better level of performance at rates comparable to those of the overall college population.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In several Music 1A classes there was a measured improvement in the quality of concert report assignments describing live performances and students' response to same. The great majority of students performed at the passing or better (A, B, C grades) on the reports. (03/22/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students appear to benefit from early attention to factors that increase success on this assignment, including early awareness of events on which they may report, frequent check-ins on progress toward completion, and opportunities for extra help on the assignment.	**Enhancement:** Recognizing that many students are limited as to what events they may attend due to financial, transportation, and scheduling issues, providing earlier qualifying events may provide them with additional options well before the report completion date. (03/22/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met During Winter 2014, Music 1B and 1D courses had a larger than usual drop rate; 50% of the 1B class and 75% of the 1D class received a non-passing grade on the mid-term exams. Those who stayed and completed both courses significantly raised their grades through completing assignments and using better study skills for higher final exam scores. The only students who failed Music 1B had not dropped the course and did not take the final exam. No student in Music 1D failed the final exam and therefore, no failing grades; rather, 90% of the students received a passing grade. Overall, students are meeting the goals of comprehension of course content, developing listening skills, and understanding the historical and cultural contexts found in the content of the Music 1B and 1D courses; students completing those courses are passing at rates comparable to those of the overall college population (04/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since lab fees have been discontinued, students in both classes have been asked to purchase Worksheets at Printing Services and that has been successful. Another roadblock for student success has been the high cost of purchasing textbooks or renting	**Enhancement:** A coordinated effort among Music faculty who teach these courses to share, develop, and coordinate strategies for effective classroom participation and study. Many faculty have developed a unified approach to class assignments, outlines, and exams using the best practices from each class. (04/18/2014) **Enhancement:** Introduce careers in music to students by scheduling an increased number of guest speakers with adequate funding from the college. Bring professional-level performers to the college to increase listening opportunities for students, who sometimes have difficulty paying for required concerts. (04/18/2014)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		them online. Most students try to get through the courses using the worksheets as their only reference. This is a campus-wide issue. Some ESL students attempting courses such as these without meeting course English Advisories struggle to pass. Careers in music are discussed in all courses, especially Music 53, The Music Business, where research into specific careers can be part of students' final projects.	

Assessment: CA PLO Assessments (4/24/2018)

Dept - (CA) Photography

For 2017-18 Submitted by:: Diane Pierce

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Professional Photography PLO 1 - Demonstrate accomplished skills in both wet and dry darkroom methods and basic studio techniques; will be able to create photographs that visually communicate ideas and concepts that engage in the practices, theories and materials of the medium.	**Underlying Course -** Review underlying course SLOs **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Four to five certificates have been earned each year over the past three. Completion of a Certificate of Achievement means the required courses were passed successfully. (12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continued support of the ladder approach for both our Certificate and Degree.	**Enhancement:** Continued support of the ladder approach for both our Certificate and Degree. (12/13/2017)
Critically analyze, interpret, and assess diverse historical and contemporary photographic works and communicate concepts and intentions in both written and oral formats. **PLO Status:** Active **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 03/10/2014	**Underlying Course -** Successful completion of Phtg.5, 57B, 58B **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate. Count certificates completed for year. (03/11/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Encourage completion of certificate	**Enhancement:** Continue encouragement of sequence of classes to complete certificate. (03/11/2014)
	Completion of Phtg.4,5 and/or our Certificate of Achievement. **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.		
Photographic Arts PLO 1 - demonstrate accomplished skill in both dry (digital) and wet (analog)	**Underlying Course -** Data collected will be the same as SLO in PHTG 3 & 5	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Recognition of Certificates and Degrees received each year.	**Enhancement:** Recognition of Certificates and Degrees received

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
darkroom methods and will be able to create photographs that visually communicate ideas and concepts that engage in the practices, theories and materials of the medium. Critically analyze, interpret, and assess diverse historical and contemporary photographic works and communicate concepts and intentions in both written and oral formats. **PLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/15/2011		(12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Recognition of Certificates and Degrees received each year.	each year. (12/13/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Final slideshow from random selection of students showed above average success in digital skills (PHTG.5). (11/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Final slideshow from random selection of students showed above average success in digital skills (PHTG.5).	**Enhancement:** Continue encouragement of completion of certificate. (03/11/2014) **Enhancement:** none (03/11/2014)
	Underlying Course - reviewing underlying course SLOs		
	Underlying Course - Successful completion of at least Phtg.1 and Phtg.4 and/or our Certificate of Achievement. **Comments/Notes:** Our Certificate offers a "ladder" approach to an A.A. Degree; students taking more than one photography class will often continue to complete the certificate.		