

Assessment of Student Learning Outcomes in General Education Summary Report GER 8 – The Arts

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

GER (name and #): _____ GER 8 _____ **Academic Year:** _____ 2019 _____

Submitted by: _____ Kirk Jones (interim coordinator) _____

Improvements Made as a Result of Previous Assessment

1. What program improvements in curriculum and/or teaching were made as a result of the previous assessment of General Education? If no program improvements were made, please provide a rationale for why recommendations made in previous assessment report were not implemented.

Response: This is our second iteration of cross-department GER 8 assessment, the first occurring in 2016.

Deviations from Approved Methodology

2. Were there any significant deviations from the GER assessment plan that was approved by the Academic Assessment Committee? If so, please comment on why these changes were necessary and how these changes may have affected the reported results, if at all.

Response: While there were no notable deviations from the methodology itself, it should be noted that our coordinator took a position elsewhere. We have yet to identify a permanent replacement.

Major Findings of this Assessment

3. What are the major findings for the assessment of all GER SLOs assessed? Please include a narrative outlining these findings and an interpretation of these results in addition to completing the table.

Assessment Results

Previous Cycle's Assessment Results:

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Students will demonstrate an understanding of at least one principle form of artistic expression and the creative process inherent therein	147	63%	24%	13%
Students will demonstrate proficiency in the execution of artistic expression	147	63%	25%	12%

Current Cycle's Assessment Results:

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Students will demonstrate an understanding of at least one principle form of artistic expression and the creative process inherent therein	142	37%	41%	22%
Students will demonstrate proficiency in the execution of artistic expression	118	60%	15%	23 20%

Assessment Results Narrative and Interpretation

Response: In SLO #2, the 5% disparity between total and 100% is from non-respondents. We'll be adding a column to that for the methodology down the road.

A few notable issues stemming from the data (quantitative here. We'll see if the qualitative substantiates it).

You'll notice that the second outcome has a considerably higher rate of students exceeding standards than the first. This isn't necessarily an issue to be rectified. Everyone involved has discussed how difficult it is to assess artistic expression vs criticism of artistic expression.

Artistic expression is still rather subjective, especially with abstract, surreal, and other forms of art that may detract from parameters of execution found in traditional art.

When it comes to trends, compared to our previous cycle you will note the current data for outcome 1 reflects a more balanced representation of student proficiency. This is likely because faculty began the difficult work of isolating outcome 1 from outcome 2 in their projects and subsequent assessments. The changes reflect a more honest assessment paradigm.

Recommendations for Improvement in Student Learning

4. Based on the assessment results, what changes to curriculum and/or teaching should be made to improve student learning?

Response: One way to remedy the problem mentioned in the section above is to tie a self-critique to a piece of artistic expression. This allows the student to justify their artistic expression within the parameters (or outside the parameters) of a given form or genre. This helps a little to distinguish between work that may appear poor, but is intentionally done so for "camp" or parody, and work that is simply poorly rendered.

5. Based on the assessment results, what other resources, if any, are needed to improve student learning? Please check all that apply and include a rationale below (academic support services, equipment, software, etc.) are needed

- Academic support services (tutoring, accommodative services, etc.) Classroom equipment needed Software needed Other (please specify below)

Closing the Loop

6. *What mechanisms are in place for documenting and sharing assessment results, closing the loop processes, and intended changes resulting from these assessment results?*

Response: Right now the report gets returned to the faculty involved in GER 8 assessment. It also gets shared on the GER data web page.

7. *What closing the loop activities, such as ongoing professional development activities for faculty and staff, will be implemented as a result of these assessment results?*

Response: Historically the two departments have not sat to discuss the issues together because there is a distinction between visual arts and the art of the written word. However, I think it is time to rectify that.

8. *What changes to the assessment process should be made for the following cycle?*

Response: Thus far we've been pretty lenient about how people turn in their data. As long as they use the report form, they've been fine. However, we have several people submit via Taskstream without using the report form. Others use the report form and provide information via e-mail, but don't add the information on Taskstream. Others still have taken to creating their own report form.

This can be remedied by changing the directions in the methodology and initial e-mails going out to faculty.

Another issue we're contending with is the report form doesn't provide us with a place to identify total student enrollment in a course. We can infer it from the percentage and the number of students identified as met, not met, etc. But it would be nice to have the total there to distinguish between students who do not meet and students who are non-responsive.

The truth is, it is best to get numbers from faculty and aggregate with percentages and numbers for the total report.

Some changes will have to be made to the methodology just to streamline the process a bit more down the road.

Appendix A: Faculty Responses

MUSC 101: Expectations were met and exceeded. The final could be more challenging. Possible additions may include listening, performing, writing, or composing.

HUMA 189: More time and planning in class for final project. Better documentation of student performances.

ENGL 221: I need to isolate this outcome more effectively, because currently I'm evaluating them on public speaking, ethical treatment of others, AND finally the execution of artistic expression. Too much to evaluate all of these things effectively without an unwieldy rubric.

ARTS 203: More time and planning in class for final project.

Students seem unable to critically discuss work. Perhaps this assignment needs to be moved to a later part of the semester when the students have practiced viewing and critiquing compositions.

As this assignment is later in the semester and compares the styles and techniques of multiple artists the students seemed more prepared to tackle the task.