GER 8 Arts

Students will demonstrate:

- Understanding of at least one principle form of artistic expression and the creative process inherent therein, or;
- Proficiency in the execution of artistic expression

In order to be approved for the Arts category, offerings should engage the creative process directly as well as foster understanding of a principal form of artistic expression. Both performance-oriented and scholarly/historical offerings in the expressive arts are approvable for this category. Literary offerings are also approvable depending on campus-based criteria for distinguishing the Humanities and Arts categories. Courses imparting purely technical skill with no demonstration of aesthetic content are not approvable.

For inter- or multi-disciplinary courses whose scope does not obviously fall within the envelope of traditional principal forms of artistic expression (e.g. courses on technical or practical aspects of design or electronic media) submitted course information should demonstrate clearly:
  · Which principal form(s) of artistic expression students will encounter;
  · The amount of time spent on each form;
  · How students will show understanding of the creative process(es) inherent in the form(s).

Arts Assessment Methods:

General Education Arts Assessment will be accomplished by:

The Office of Institutional Effectiveness selects a random 30% sample of GER 8 designated courses to undergo assessment for the fall semester. Faculty are notified of their course selection during the previous spring semester to allow time for planning assessment activities.

Instructors are responsible for selecting at least one student artifact to assess and are responsible for scoring student works with respect to their proficiency in one or more of the GER 8 Student Learning Outcomes. So results are uniform, scoring will be completed using the rubrics included in this methodology below the report form.

Instructors are responsible for entering their chosen GER measures into Taskstream by the 4th week of fall semester and entering the findings for these measures into Taskstream by the end of the week following final grade submission. In addition, instructors must supply at least 3 student artifacts (1 from each level of proficiency: met, not met, exceeds) as a sample and attach them in Taskstream.

Instructors are responsible for submitting the Data Collection Report (below) to the GER coordinator by the end of the week following final grade submission.

Data Collection Report

Instructor & Class_____

You are being asked to complete this form because you are teaching a course that fulfills SUNY Canton's General Education requirement under the category of The Arts. In order to fulfill that requirement, students are expected to meet specific student learning objectives. This form provides a method for documenting student achievement of these learning objectives.

<u>Instructions</u>

Please complete this form for all GER learning objectives. *Within each learning objective, please complete cells for the assessment tools you used, a description of the tool(s) used, the overall results for the SLO, and a reflection/use of the findings: and leave the others blank.*

Please add any comments or suggestions about the form or the general education assessment process at the end of this form.

In addition to completing this form, please include these findings in your course Taskstream workspace, including your rubric used for assessment of student work as well as at least one student artifact for each level of proficiency.

Thank you!

If you have any questions about how to complete the form or need any clarification of learning objectives or about the General Education assessment process please contact Kathleen Mahoney, mahoneyk@canton.edu, ex 7719, or Sarah Todd, todds@canton.edu,. Additional information about General Education assessment at SUNY Canton can be found at http://www.canton.edu/provost/assessment/

This form is due to Kathleen Mahoney no later than one week after fall final grade submission, December 26, 2016

General Education Assessment – The Arts - Fall 2016

Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
Below are the two objectives for GER 8, The Arts. Faculty members are expected to record student proficiency in the first criteria. The second criteria is only required for courses in which the students engage in the creation of art work.	This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.	Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)						**Based on these results, briefly address what changes you plan for improving student learning.**

1. Students will demonstrate:	# of students participating in assessment:	Exceeded		Met		Did not meet		<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
		N	%	N	%	N	%	
Understanding of at least one principle form of artistic expression and the creative process inherent therein.	Assignment							
	Exam question(s)	**Description of tool(s):**						
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Student Artifact							
	Student Portfolio							
	Other (Please specify):							

2. Students will demonstrate:	# of students participating in assessment:	Exceeded		Met		Did not meet		<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
		N	%	N	%	N	%	
Proficiency in the execution of artistic expression	Assignment							
	Exam question(s)	**Description of tool(s):**						
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research Paper							
	Student Artifact							
	Student portfolio							
	Other (Please specify):							

Please add any comments or suggestions about the form or the general education assessment process:

GER 8 Rubrics

1st Criteria: Understanding of at least one principle form of artistic expression and the creative process inherent therein.

	Does Not Meet Standard	Meets Standards	Exceeds Standards
Body of Work: Conceptual	Demonstrates little or no conceptual understanding, awareness, and expression. Stated conceptual concerns are not present in the work. Many key conceptual assignment specifications were not met.	Demonstrates an adequate level of conceptual understanding, awareness, and expression. Stated conceptual concerns are present in the work. Average ideas with little evidence of curiosity.	Demonstrates a high level of conceptual understanding, awareness, and expression. Stated conceptual concerns are clearly present in the work, with aplomb. Excellent evidence of concepts and all assignment specifications were met or exceeded.
Knowledge of Related Established Works	Demonstrates little or no awareness and/or knowledge of well-known work that has a relationship to the work of student. More research and personal exploration required.	Demonstrates an adequate level of awareness and knowledge of well-known work that has a relationship to the work of student. Average ideas with little evidence of risk-taking.	Demonstrates a high level of awareness and knowledge of well-known work that has a relationship to the work of student. Good understanding and evidence of integration of the significance of established works.

2nd Criteria: Proficiency in the execution of artistic expression.

	Does Not Meet Standard	Meets Standards	Exceeds Standards
Body of Work: Technical	Demonstrates little or no technical mastery of skills in the particular medium. Many key technical specifications were not met.	Demonstrates an adequate level of technical mastery of skills in the particular medium. Some issues related to craftsmanship.	Demonstrates a high level of technical mastery of skills in the particular medium. Excellent understanding and use of skills. All key specifications exceeded.
Body of Work: Formal	Demonstrates little or no formal understanding in the work. Presentation needs improvement.	Demonstrates an adequate level of formal understanding in the work. Some minor issues related to presentation.	Demonstrates a high level of formal understanding in the work. Excellent craftsmanship and presentation.

GER Assessment Policies

Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met.

- o GER student learning outcomes are assessed on a three year cycle through the courses designated as meeting that GER.
- o Any instructor (full-time or adjunct) teaching any course with a GER designator (online or face-to-face) may be called to participate in GER assessment activities.
- o A random sample of GER designated courses are selected by the Office of Institutional Effectiveness during the spring semester preceding the GER assessment year. If a faculty member is teaching two of the same course they have the option of choosing either section for assessment.

- **Timeline for GER Assessment:**
  - o February: Office of Institutional Effectiveness (OIE) notifies GER assessment coordinator of upcoming assessment and calls for methodology revisions (if any)
  - o March 1: Methodology changes for upcoming assessment cycle must be submitted to GER Assessment Subgroup
  - o Mid-April: OIE selects courses up for GER review the following fall and notifies faculty
  - o 1st week of classes (fall): OIE reminds faculty (and notifies new faculty) of GER assessment requirements
  - o End of 4th week of classes: Faculty must enter their assessment measures of GER course SLOs into Taskstream.
  - o End of 5th week of classes: Faculty update GER coordinator on progress with measure entry in Task Stream.
  - o 1 week after final grade submission: Faculty must enter findings to Taskstream measures and submit Data Collection Reports to GER coordinator along with student artifacts.
  - o Friday before the first week of classes: faculty will meet to discuss GER findings and strategic plan for improving student learning.
  - o March 1: GER Summary Report and GER Campus Report due to GER Assessment Subcommittee for review and recommendations.
  - o March 15: GER Assessment Subcommittee presents reports and recommendations to Academic Assessment Committee
  - o April 1: Academic Assessment Committee presents reports to Deans' Cabinet for inclusion in budget (if applicable.)

- **Protocol for creating a new course for GER approval:**
  - o For a course to be accepted as a GER course, the GER assessment methodology must be attached to the course proposal as it moves forward to curriculum committee. GER mapping to course SLOs must be present in course proposal.
  - o Additional, indicate which course objective will be used to GER assessment.
  - o Upon approval, the course objectives must be mapped to the GER the course is approved for

- **Protocol for Methodology Revision**
  - o Faculty who wish to revise their GER methodology must submit proposed methodology to the GER committee by the fifth week of the semester before their assessment cycle begins.
  - o The GER committee will review and provide feedback for revision, and if necessary request a meeting with the GER coordinator. They will provide feedback within six weeks.
  - o Resubmission of the revised methodology must occur by the last day of the semester prior to the assessment cycle the methodology will be used in.

- o If the methodology does not comply with the needs of the campus and SUNY standards, the previous methodology will be employed for the assessment cycle.