

Assessment Cycle 2018-2019

General Education Core Curriculum: Fine Arts (Core Competency #6)

Fine Arts. To explore the purposes and processes in the visual and performing arts and the ways in which fine arts conceive and express the human experience.

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Northwestern Core Curriculum. Northwestern has a broadly-based core curriculum that is central to the University's mission and consistent with the Louisiana Board of Regents' requirements for general education survey courses applicable to all students regardless of their major. The core encompasses the knowledge and abilities that Northwestern believes are essential to college graduates. Its requirements are designed to improve students' writing and speaking, to expand students' aptitude in mathematics and its applications, to strengthen students' understanding of biological, physical, social, and behavioral sciences, and to develop an appreciation and knowledge of the arts and humanities.

The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for this general education competency.

Purpose: The Purpose of the Fine Arts Core Competency is to develop an appreciation and knowledge of the arts and humanities. This competency is measured through the Fine Arts 1040 course offered by the University.

Methodology: The assessment process includes:

(1) The instructors will give two exams in each of the fall and spring semesters semester to measure growth. The first exam (Pre-test) is taken during the first week of class, and the second exam (Post-test) is the last thing the students will do in the semester. The exams are 100 questions and covers a range of material covering important topics in the arts.

(2) The Instructors will collect five performance critiques from students enrolled in each of the fall and spring semesters and will assess the critiques using the course rubric established in the syllabus.

(3) The instructors will collect the raw exam scores of the Pre-test and Post-test, the participation rates for each exam, and the participation rates of the performance critiques. This data will be sent to the Fine Arts Course Steward.

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(4) The course steward will analyze the data from the instructors and determine how well the applicable outcomes are met.

(5) Fine Arts instructors will meet during the on-call week to discuss results, brainstorm changes, and implement new ideas for the new semester. The course steward, in consultation with faculty and administrators, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

Student Learning Outcomes (SLO):

SLO 1. Students identify genres, artists, works, techniques, and trends within the arts.

Measure 1.1. The student will recognize important terminology used in describing the arts, important individual works of art, famous composers, playwrights, artists, choreographers, and performers, and identify important historical periods and trends in the arts.

Methodology: Direct Measure—Fine Arts 1040 Pre-test and Post-test. Target 30% growth between the two tests with at least 80% of the students enrolled taking the exam. 40% growth is ideal.

Measure 1.2. Students will demonstrate knowledge of the arts in Western culture as well as the arts and culture of other countries.

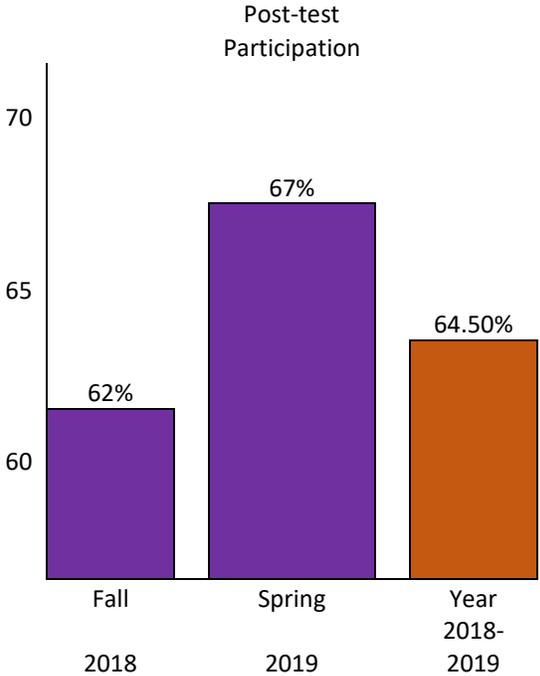
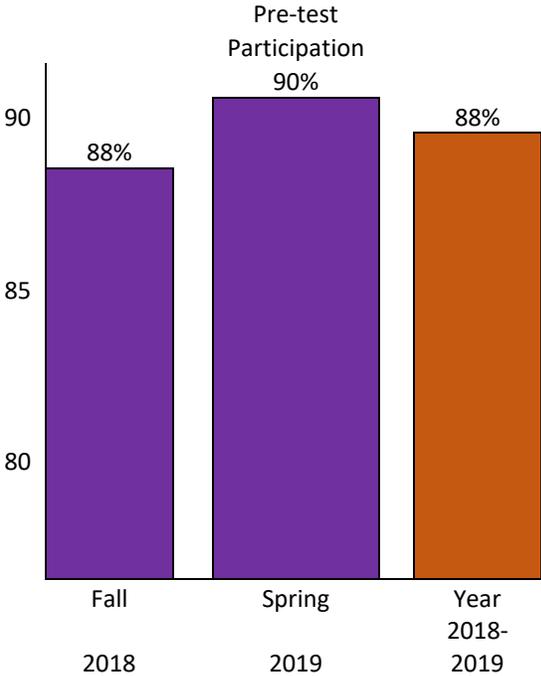
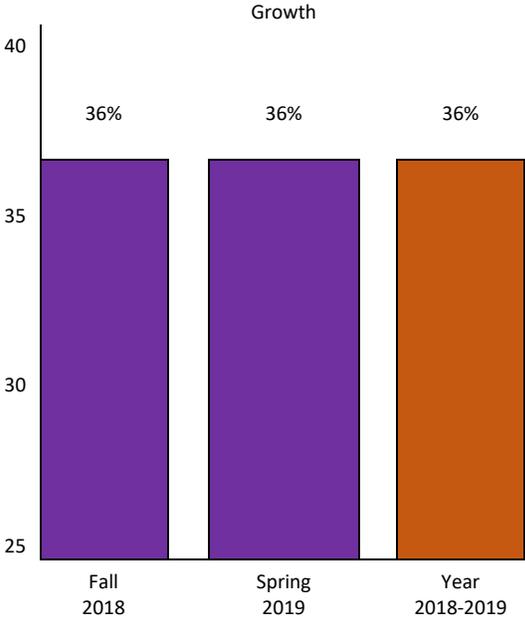
Methodology: Direct Measure—Fine Arts 1040 Pre-test and Post-test. Target 30% growth between the two tests with at least 80% of the students enrolled taking the exam. 40% growth is ideal.

Course Name	Methodology	Target	Term
FA 1040	Pre-Post Test	30% growth	Fall & Spring
FA 1040	Participation Count	80%	Fall & Spring

Finding. Target Met in growth and Pre-test participation, target not met in Post-test participation.

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Graph.



Analysis. Last academic year (2017/18) was the first year we implemented the changes from the format of three Pre-tests and three Post-tests to one each due to the changes in the language defining the core curriculum. The reduction from 6 tests to two resulted in higher student participation rates (as students were not suffering from “exam weariness”), but there was a noticeable difference in the completion

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percentage between the Pre-test and the Post-test. This trend continued this academic year as well. There is no evidence to suggest that the May 2017 plan to try to fix this disparity is working. One more year will give us three years' worth of data, at which point a new plan may have to be considered. The growth rate has taken a slight dip, averaging in the 40-50% range over the last two years to 36% this calendar year. This is still an acceptable figure; it will be monitored in case the rate continues to drop.

1761 students were enrolled in FA 1040 this school year (1021 in Fall 2018 and 740 in Spring 2019) across 54 sections (live, dual enrollment, and online). Students were given an online Pre-test at the beginning of the semester and the same exam as a post-test at the end of the semester. Scores were collected and the growth rate was formed using the formula

For the 2018-2019 Academic Year, students met the standard for growth at 36%. Students met the Pre-test participation rate of 80% of total students enrolled in the course but did not meet the Post-test participation rate; only 64.5 % of students enrolled took that assessment.

Decision or action to drive future improvement. Based on the analysis of the results in 2018-2019, the main area of improvement that needs to be addressed is the participation rates for the Post-test. Participation in the Pre-test and Post-test is mandatory for the students, so faculty will be instructed to:

- give participation scores in the course as opposed to just offering extra credit (which gives the impression of the tests being optional).
- Reinforce the importance of exams during the announcements period of each class during the time frame of the exams

SLO 2. Students will examine the arts through event attendance and reflection.

Measure 2.1. Students will attend, review, and analyze four artistic events using Standard American English with 70% student participation.

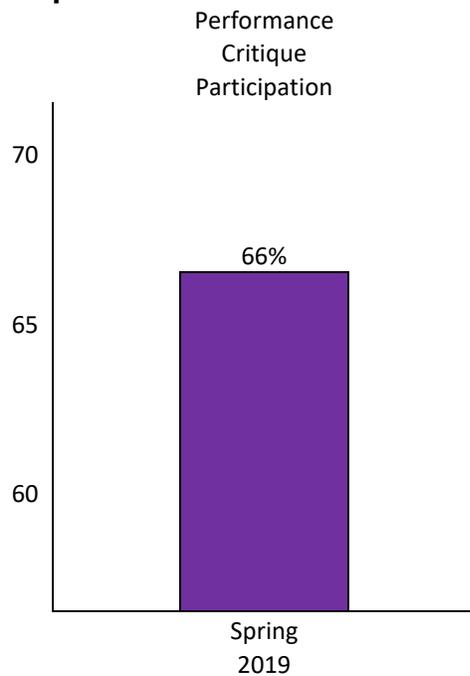
Methodology: Direct Measure—Performance Critiques.

Course Name	Methodology	Target	Term
FA 1040	Participation Count	70%	Fall & Spring

Finding. Target Not Met.

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Graph.



Analysis. The 2019 Spring Semester starts the data collection for this measure. Only 66% of students completed the four assignments. The music assignment's completion percentage met this target, and the visual art % was close, but the other two assignments (theater and dance) were in the low 60% completion, dropping the average of the four assignments beneath the target of 70%.

Decision or action to drive future improvement.

Based on the analysis of data from 2018-2019, the following changes will be implemented in 2019-2020:

- The critique forms have been overhauled to ask more engaging questions and use higher order thinking skills.
- Stress the importance of these assignments to students to encourage participation and completion.

This assignment will need more data collection before any further changes be implemented.