

Assessment Cycle 2019-2020

Fine Arts Survey – Core Competency #6. 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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Date: 6/14/2020

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Date: 7/12/2020

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. In January 2018, under the direction of the Provost, the General Education Committee completed a deliberate and systematic 18-month review of the University Core Curriculum to ensure its alignment with policy 2.16 Statewide General Education Requirements, Louisiana Board of Regents. As a result, the University modified its General Education Core Curriculum ensuring the courses selected were introductory, survey, or appreciation courses and not tied to a specific degree program. The current broad-based core curriculum leverages six key competencies central to the University's mission and is consistent with the Louisiana Board of Regents' requirements for general education. The selection of courses encompasses the knowledge and abilities that Northwestern believes are essential to college graduates.

The requirements are designed to improve students' writing and speaking; provide students with mathematical skills at the level of college algebra and above; strengthen students' understanding of biological, physical, social, and behavioral sciences; and develop an appreciation and knowledge of the arts and humanities. These courses provide the breadth of a student's educational program while the degree program requirements provide the depth of education. 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 improve students' understanding of the artistic endeavors of artists who contribute to our society. The knowledge and skills developed in this class can be put into context with other upper-level courses, in the workplace, and in their everyday life.

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Methodology:

(1) The instructors will conduct two online assessments from each student enrolled in FA 1040 in the fall and spring semesters. They will also conduct students to complete four written assignments and gauge student participation in artistic events in the community.

(2) The course steward will analyze the data to determine whether the applicable outcomes are met.

(3) Results from the assessment will be discussed with faculty during all-call week of the fall semester. Any changes to the methodology will be discussed at this time.

(4) The course steward, in consultation with the staff and departmental leadership, will propose changes to measurable outcomes, assessment tools for the next period and, where needed, service, curriculum, and program changes.

Student Learning Outcomes.

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. **Target:** 30% growth between the two tests with at least 80% of the students enrolled taking the exam. 40% growth is ideal. Students take two online tests to partly assess their understanding of basic terminology, important artists, and critical moments in the history of art.

Methodology: Direct Measure—Fine Arts 1040 Pre-test and Post-test.

Finding. Target Partially Met. Target met for growth percentage and Pre-test Participation. Target not met in Post-test participation.

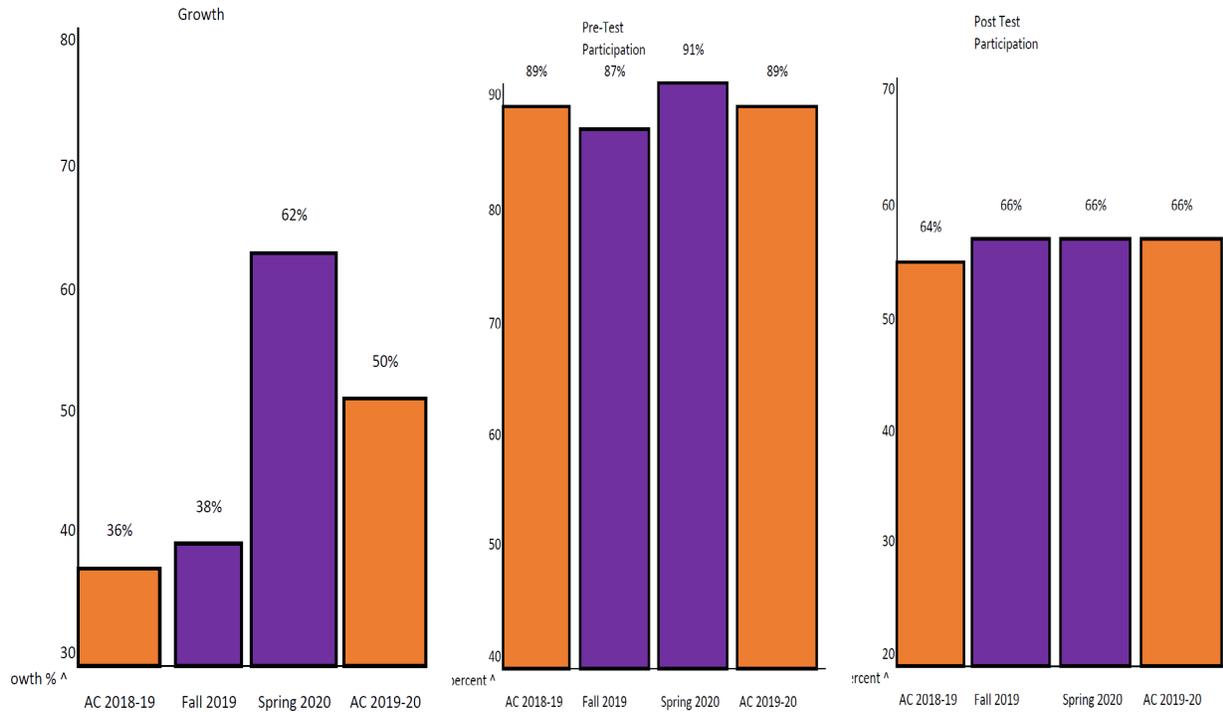
Course Name	Methodology	Target	Term
FA 1040	Pre- and Post-Test	30% Growth	AY 2019-2020
FA 1040	Participation Count	80% Participation	AY 2019-2020

Finding: target met for growth percentage and Pre-test Participation. Target not met in Post-test participation.

AY 2019-2020 50% growth Pretest: 1659/1870 student participation*
Post-test: 1398/1870 student participation*

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AY 2018-2019 36% growth Pretest: 1572/1761 student participation
 Post-test: 1140/1761 student participation
 *results include 288 dual enrollment students



Analysis: In 2018-2019, the target was 30% growth with an 80% participation rate. Students achieved a 36% growth rate with an 88% Pre-test participation rate and a 64.5% Post-test participation rate. Two out of three 2018-2019 targets were accomplished.

Based on these results, the faculty recognized the following issues over the semester and made the following changes to drive the cycle of improvement forward: added information on institutional racism, creativity, the “Dies Irae,” martyrs, Humanism, absolute monarchs, 20th Century art, instructor feedback improved, encouraging student participation occurred more frequently throughout the semester, exam weariness was addressed by reducing the number of exams the student takes from six to two.

As a result of these changes, the 2019-2020 targets were 30% growth rate with participation rates at 80% of the total students enrolled. Some of the results from the Spring semester are an outlier due to the shutdown of campus as a response to the COVID-19 Pandemic. Oddly enough, the results were favorable, with a growth rate of 62%. Because of the shift in all classes becoming online, more students were comfortable taking tests online, and therefore did better on the Post-test when compared to the previous semester (36% growth for 2018-2019 AY and 38% growth from the Fall 2019 semester, averaging out to 50% growth for the 2019-2020 AY). Participation rates for the Pre-test and Post-test have stagnated at 89% and 66%,

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respectively. One other possibility for the low Post-test percentage, aside from student apathy, is the natural attrition of student involvement over the semester. As the semester begins, students are excited by their courses and participation is high. As the semester progresses, more students either drop the class or stop coming, and the percentage drops. This is one of the issues that will be addressed during meetings with the FA 1040 instructors. For the 2019-2020 AY, 1870 students were enrolled in FA 1040 over two semesters. This number combines all students enrolled in 55 sections that were counted for the purpose of this report. There is no disparity between dual enrollment, online, distance learning, or live students since everyone takes the same assessment in the same format. Of those 1870 students, 288 (15%) were dual enrolled, although for the purpose of this report, only sections taught by NSU professors were counted. This number is expected to go up as more dual enrollment sections are included in future reports. Students are given the online Pre-test at the beginning of the semester and the same exam as the Post-test at the end of the semester. Scores are collected and growth is determined using the following formula:

$$\frac{[\text{Post-test Average} - \text{Pre-test Average}]}{\text{Pre-test Average}}$$

For the 2019-2020 AY, students met the standard for growth at 50%. Students met the Pre-test participation standard at 89% but did not meet the Post-test participation standard at 66%

Decision or Action to drive future improvement. In 2019-2020 the target was met with the growth rate and the pre-test participation rate. It was not met with the post-test participation rate. Based on the analysis from 2019-2020 data, the faculty will implement the following changes in the 2020-2021 AY to drive the cycle of improvement:

Faculty will maximize the involvement of dual enrollment students in the assessment process. As more DE sections are added into the results, we anticipate a more comprehensive set of results.

Measure 1.2. Students will demonstrate knowledge of the arts in European culture as well as the arts and culture of other countries. Students take two online tests to partly assess their understanding of European and non-European cultural trends and important examples and people in the artistic community.

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- and Post-Test	30% Growth	AY 2019-2020
FA 1040	Participation Count	80% Participation	AY 2019-2020

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Finding: Target Partially Met. Target met for growth percentage and Pre-test Participation. Target not met in Post-test participation.

AY 2019-2020	50% growth	Pretest: 1659/1870 student participation* Post-test: 1398/1870 student participation*
AY 2018-2019	36% growth	Pretest: 1572/1761 student participation Post-test: 1140/1761 student participation

*results include 288 dual enrollment students

Analysis: In 2019-2020, the target was met for the growth rate and pre-test participation rate. The target was not met for the post-test participation rate. The last academic year (AY 2018-2019) featured results from 1761 students; this academic year saw a 6% increase in students enrolled in the class. The increase in class size demonstrated the effectiveness of the exams and assignments as more students take the class the results increase.

Based on the of the 2018-2019 results, the following changes were made by faculty in 2019-2020 to drive the cycle of improvement: faculty meetings at the beginning of the academic year stressed the importance of these measures and refocused the objectives of these measures. Despite the student success in the growth rate, the data also illustrates many of the issues we are still facing in the assessment of these measures (as discussed in measure 1.1) In AY 2019-2020, results from the Spring semester are an outlier due to the shutdown of campus as a response to the COVID-19 Pandemic: the results were favorable, with a growth rate of 62% (whereas the average growth rate has been in the upper 30%/lower 40% in previous semesters). Participation rates for the Pre-test and Post-test have stagnated at 89% and 66%, respectively. This is one of the issues that will be addressed during meetings with the FA 1040 instructors.

As a result of last year's changes, the target number for the 2019-2020 AY remained unchanged to measure the effectiveness of the work done. 1870 students were enrolled in FA 1040 over two semesters. This number combines all students enrolled in 55 sections that were counted for the purpose of this report. There is no disparity of assessments between dual enrollment, online, distance learning, or live students since everyone takes the same test in the same format. Of those 1870 students, 288 (15%) were dual enrolled. Students are given the online Pre-test at the beginning of the semester and the same exam as the Post-test at the end of the semester. Scores are collected and growth is determined using the following formula:

$$\frac{[\text{Post-test Average} - \text{Pre-test Average}]}{\text{Pre-test Average}}$$

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For the 2019-2020 AY, students met the standard for growth at 50%. Students met the Pre-test participation standard at 89% but did not meet the Post-test participation standard at 66%

Decision or Action to drive future improvement. In 2019-2020 the target was met with the growth rate and the pre-test participation rate. It was not met with the post-test participation rate. Based on the analysis from 2019-2020 data, the faculty implement the following changes in the 2020-2021 AY to drive the cycle of improvement: the Post-test may be given as a part of the course grade (the equivalent of a final exam), and the target may change from growth rate to a target number. There may be other steps as determined by the Fine Arts Committee when it is convened. Changes will reflect the various types of learning going on in the classroom, thereby pushing the improvement of the assessments' results. One of the goals of the assessment team is to maximize the involvement of dual enrollment students. As more DE sections are added into the results, we anticipate a more comprehensive set of results.

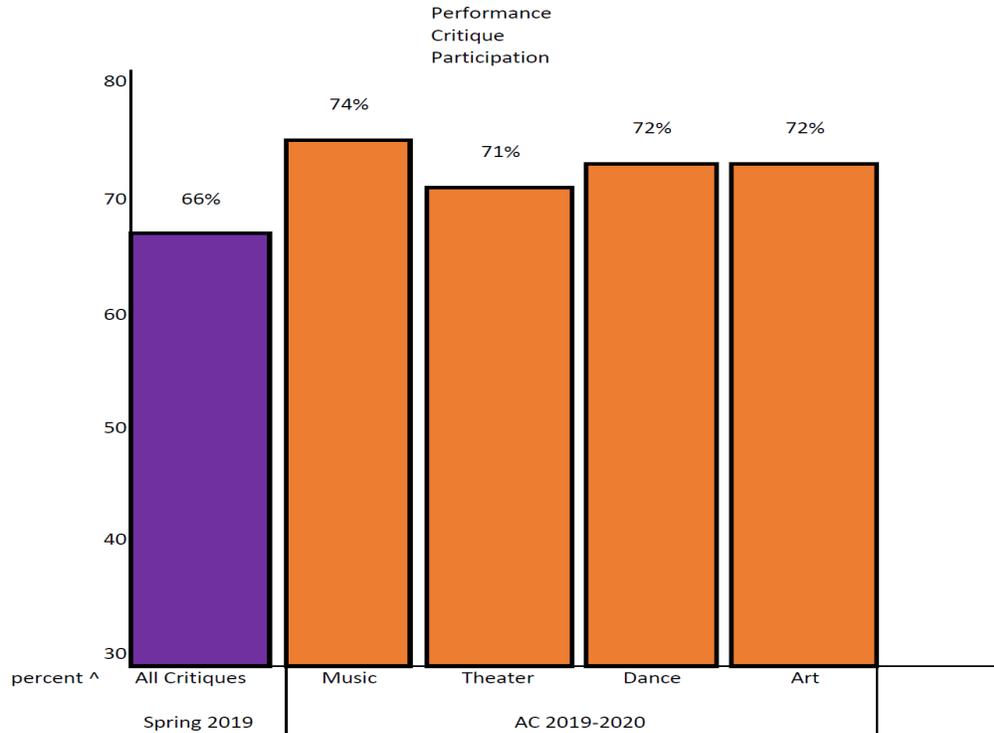
SLO 2. Students will examine the arts through event attendance and reflection.
Methodology: Direct Measure—Performance Critiques.

Course Name	Methodology	Target	Term
FA 1040	Participation	70%	AY 2019-2020

Finding. Target met in all four varieties of the Performance Critique Assessments.

AY 2019-2020 was the first full academic year Measures 2.1, 2.2, 2.3, 2.4 were measured.

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Measure 2.1. Students will attend, review, and analyze a music event using Standard American English with 70% student participation.

Methodology: Direct Measure—Performance Critiques. By the end of each of the fall and spring semesters, the student will have completed the music performance critique, which is a reflection paper based on their participation as a member of the audience for a musical performance.

Finding. Target Met.

Analysis: In 2018-2019 the target was still being defined. The Spring 2019 semester was the first semester that data collection for this measure began. 520/740 students completed the assignment, for a completion rate of 70%, which met the target of 70%. Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement: instructors emphasized the importance of completing these assignments and the participation rate rose by 4 percentage points to 74%. The focus on instructor involvement early on in stressing these assignments seems to be effective in improving student response. As a result of these changes, in 2019-2020 the target was met. 1398/1870 students completed the assignment during the 2019-2020 AY, with 288 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, music opportunities were given in an online format, making the process of doing the assignment much

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easier for the student. This format will likely continue until live music performance becomes a normal activity again.

Decision or Action to drive future improvement. In 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in the 2020-2021 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The forms were recently overhauled to ask more engaging questions and use higher order thinking skills. Due to the pandemic, most students completed this assignment by watching videos on moodle opposed to going to live events in performance and gallery spaces. This assignment will need more data collection before any further changes can be implemented.

Measure 2.2. Students will attend, review, and analyze a theater event using Standard American English with 70% student participation.

Methodology: Direct Measure—Performance Critiques. By the end of each of the fall and spring semesters, the student will have completed the theater performance critique, which is a reflection paper based on their participation as a member of the audience for a theatrical performance.

Finding. Target Met.

Analysis: In 2018-2019 the target was still being defined. The Spring 2019 semester was the first semester that data collection for this measure began. 471/740 students completed the assignment, for a completion rate of 64%, which did not meet the target of 70%. Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement: during the faculty institute, the Fine Arts team met and told Instructors to emphasize the importance of completing these assignments. As a result of these changes, in 2019-2020 the target was met. The participation rate rose by seven percentage points to 71%, meeting the target goal for the first time this year (AY 2019-2020). The focus on instructor involvement early on in stressing these assignments seems to be effective in improving student response. 1330/1870 students completed the assignment during AY 2019-2020, with 288 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, theater opportunities were given in an online format. This format will likely continue until live theatrical performance becomes a normal activity again.

Decision or Action to drive future improvement. In 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in the 2020-2021 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The forms were recently overhauled to ask more engaging questions and use higher

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order thinking skills. Due to the pandemic, most students completed this assignment by watching videos on moodle opposed to going to live events in performance and gallery spaces. This assignment will need more data collection before any further changes can be implemented.

Measure 2.3. Students will attend, review, and analyze an art gallery using Standard American English with 70% student participation.

Methodology: Direct Measure—Performance Critiques. By the end of each of the fall and spring semesters, the student will have completed the visual art performance critique, which is a reflection paper based on going to an art gallery.

Finding. Target Met.

Analysis: In 2018-2019 the target was still being defined. During the Spring 2019 semester, 492/740 students completed the assignment, a completion rate of 67%, which did not meet the target of 70%. Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement: a full year of data collection is necessary to form a base line of results. During AY 2019-2020, an increase of five percentage points was enough to meet the target for this measure (72%). The focus on instructor involvement early on in stressing these assignments seems to be effective in improving student response. 1349/1870 students completed the assignment during the 2019-2020 AY, with 288 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, art opportunities were given in an online format, making the process of doing the assignment much easier for the student. This format will likely continue until attendance at art galleries becomes normalized again.

Decision or Action to drive future improvement. In 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in the 2020-2021 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The forms were recently overhauled to ask more engaging questions and use higher order thinking skills. Due to the pandemic, most students completed this assignment by watching videos on moodle opposed to going to live events in performance and gallery spaces. This assignment will need more data collection before any further changes can be implemented.

Measure 2.4. Students will attend, review, and analyze a dance event using Standard American English with 70% student participation.

Methodology: Direct Measure—Performance Critiques. By the end of each of the fall and spring semesters, the student will have completed the dance performance critique,

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which is a reflection paper based on their participation as a member of the audience for a live dance performance or viewing of a pre-approved list of dance films.

Finding. Target Met.

Analysis: In 2018-2019 the target was still being defined. The Spring 2019 semester was the first semester that data collection for this measure began. 520/740 students completed the assignment, for a completion rate of 70%, which met the target of 70%. Based on the analysis of the 2018-2019 results, the faculty made the following changes in 2019-2020 to drive the cycle of improvement: instructors emphasized the importance of completing these assignments and the participation rate rose by 4 percentage points to 74%. The focus on instructor involvement early on in stressing these assignments seems to be effective in improving student response. 1398/1870 students completed the assignment during the 2019-2020 AY, with 288 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, music opportunities were given in an online format, making the process of doing the assignment much easier for the student. This format will likely continue until live music performance becomes a normal activity again.

Decision or Action to drive future improvement. In 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in the 2020-2021 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The forms were recently overhauled to ask more engaging questions and use higher order thinking skills. Due to the pandemic, most students completed this assignment by watching videos on moodle opposed to going to live events in performance and gallery spaces. This assignment will need more data collection before any further changes can be implemented.

Comprehensive Summary of Key Evidence of improvement based on the analysis of results.

- Faculty were educated on the assessment process and expectations. The objective of each measure was discussed to ensure understanding to facilitate student learning.
- Instructor feedback improved, as more individual critiques were given as opposed to addressing the entire class.
- Adjusted or added course material in the following subjects: institutional racism, creativity, the “Dies Irae,” martyrs, Humanism, absolute monarchs, and 20th Century art.
- The number of exams was reduced from six to two.

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- Faculty focused on increased response rates for assignments of measures 2.1, 2.2, 2.3, 2.4. This indicated that the message received during the instructor meetings led to stronger collection and reporting of data.
- Reformatted the Pre-test and Post-test. Tweaked questions whose language was unclear.
- Addressed issues involving end-of-semester and exam weariness

Note. A larger than usual number of students did not complete the Post-test due to the move online during the COVID-19 pandemic. This has caused a skew in results for this semester.

Plan of Action Moving Forward.

- Student achievement of target for measures 1.1, 1.2, 2.1, 2.2, 2.3, and 2.4 demonstrate the success of the program regarding our established SLOs that tie directly to the purpose of the Fine Arts core competency.
- At the Fine Arts Committee meeting, the agenda will include
 - switching from using growth rate as a measure to a set target number.
 - Whether the pre-test/post-test format needs to be eschewed for a final exam.
 - Further training in the administration, collection, evaluation, and reporting of assessment data for both SLOs and all six measures for all faculty teaching FA 1040.
 - Establish more rigorous targets
- Include more Dual-Enrollment sections in the report
- Include summer school sections to include in the report
- Post-test will be given as a part of the course grade (the equivalent of a final exam), and the target will change from growth rate to a target number. Changes will reflect the various types of learning going on in the classroom, thereby pushing the improvement of the assessments' results.