

## Assessment Cycle AY 2020-2021

### General Education Core Curriculum: Fine Arts Survey

**Fine Arts Survey.** 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.

**Prepared by:** Dr. John T. Dunn

**Date:** May 19, 2021

**Approved by:** Dr. Greg Handel

**Date:** May 24, 2021

**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.

**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.

#### **Methodology:**

(1) The instructors will conduct two online assessments from each student enrolled in FA 1040 in the summer, 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.

*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. Students take two online tests to partly assess their understanding of basic terminology, important artists, and critical moments in the history of art.

Course Name	Methodology	Target	Term
FA 1040	Pre- and Post-Test	30% Growth	AY 2020-2021
FA 1040	Participation Count	80% Participation	AY 2020-2021

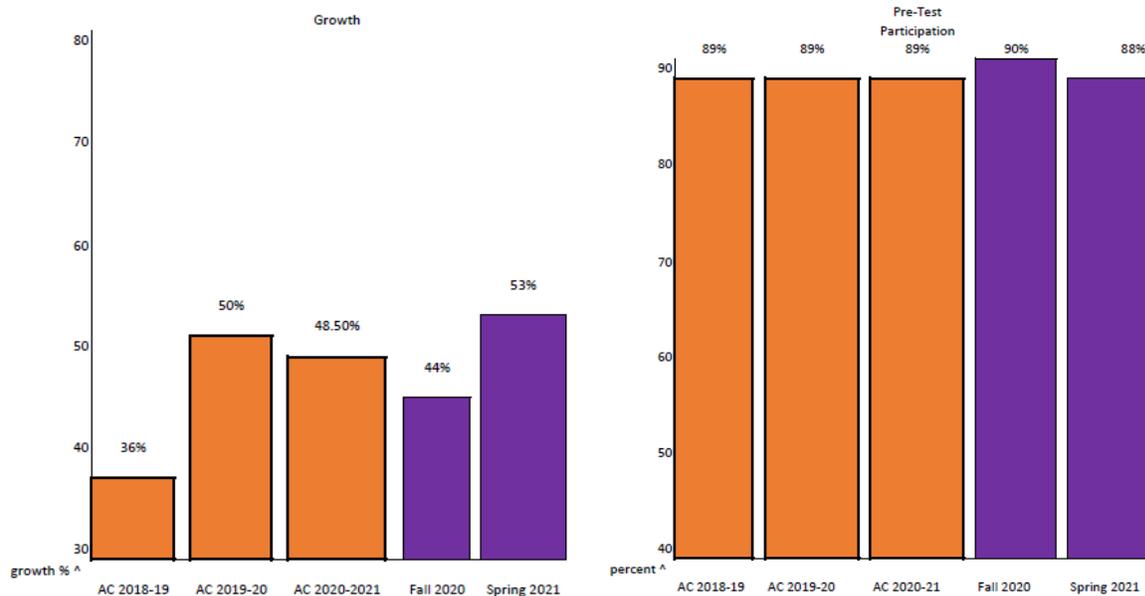
**Finding:** target met for growth percentage and Pre-test Participation. Target not met in Post-test participation.

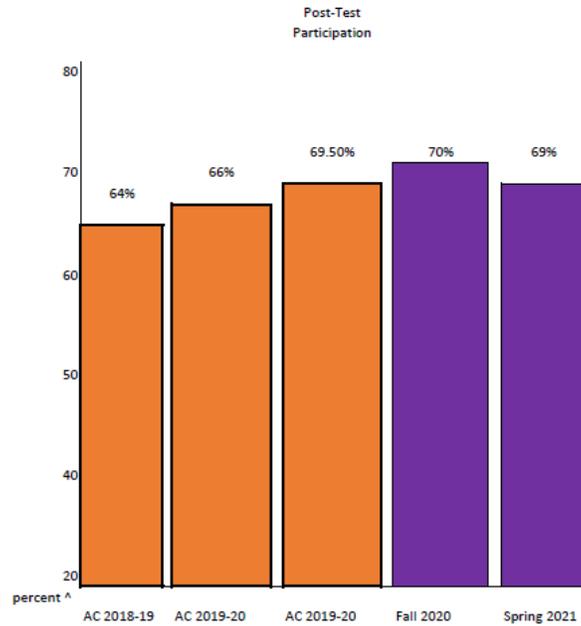
AY 2020-2021      48.5% growth

Pretest: 1618/1816 student participation\*

Post-test: 1260/1816 student participation\*

\*results include 355 dual enrollment students.





**Analysis:** In 2019-2020, the target was 30% growth with an 80% participation rate. Students achieved a 50% growth rate with an 89% Pre-test participation rate and a 69.5% 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: sent reminder emails to encourage student participation in assignments and tests, different procedures for tests and assignments, annotated lecture notes, updated tests, web resources, welcome videos, assignments, forums, lecture slides, quizzes, and guidelines to reflect student needs due concerns based on COVID and the hurricanes. A greater amount of leniency for due dates was provided this AY than previous years due to these issues. The Pre-test and Post-test exams were also edited from 100 questions down to 50. This change was implemented during the Spring 2021 semester as a pilot, but not all sections implemented the new exams. As a result, the pre-test and post-test numbers are a combination of both tests.

As a result of these changes, the 2020-2021 targets were 30% growth rate with participation rates at 80% of the total students enrolled. This year's results are in flux because we changed the Pre-Test and the Post-Test mid-assessment cycle. We discussed this change at our summer 2020 meeting and made the decision to implement the changes for the Spring semester to give us a few months to come up with an exam all the instructors could agree upon. However, due to a technology glitch, not all sections of Fine Arts received the updated Pre-Test. In all, 5 sections took the 100-question Pre-Test, and two sections took the 100-question Post-Test. The averages were significantly lower, thus bringing down the average overall for the spring semester and the year. Even with the glitch, the updated tests had a favorable response from the students with better test scores and a higher completion percentage (in the

Post-Test especially) The growth rate for the AY 2020-2021 assessment cycle was 48.5%, which exceeds the ideal target for the year. The Pre-Test participation rate remains steady at 89%, whereas the Post-Test participation rate grew 3 ½ percentage points from last year to 69.5%, which is still below the target of 80%. The low Post-Test could be explained since as the semester progresses, more students either drop the class or stop coming, and the percentage drops. For the AY 2020-2021, 1816 students were enrolled in FA 1040 in 56 sections over two semesters. 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 1816 students, 355 (20%) 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:

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

For the AY 2020-2021, students met the standard for growth at 48.5%. Students met the Pre-test participation standard at 89% but did not meet the Post-test participation standard at 69.5%

**Decision or Action to drive future improvement.** In 2020-2021 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:

Implement the updated assessments across all sections of FA 1040 for the 2021-2022 AY and send weekly reminders to students to increase participation and completion of assessments. 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 2020-2021
FA 1040	Participation Count	80% Participation	AY 2020-2021

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

AY 2020-2021      48.5% growth      Pretest: 1618/1816 student participation\*  
Post-test: 1260/1816 student participation\*

\*results include 355 dual enrollment students.

**Analysis:** In 2019-2020, the target was 30% growth with an 80% participation rate. Students achieved a 50% growth rate with an 89% Pre-test participation rate and a 69.5% 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: sent reminder emails to encourage student participation in assignments and tests, different procedures for tests and assignments, annotated lecture notes, updated tests, web resources, welcome videos, assignments, forums, lecture slides, quizzes, and guidelines to reflect student needs due concerns based on COVID and the hurricanes. A greater amount of leniency for due dates was provided this AY than previous years due to these issues. The Pre-test and Post-test exams were also edited from 100 questions down to 50. This change was implemented during the Spring 2021 semester as a pilot, but not all sections implemented the new exams. As a result, the pre-test and post-test numbers are a combination of both tests.

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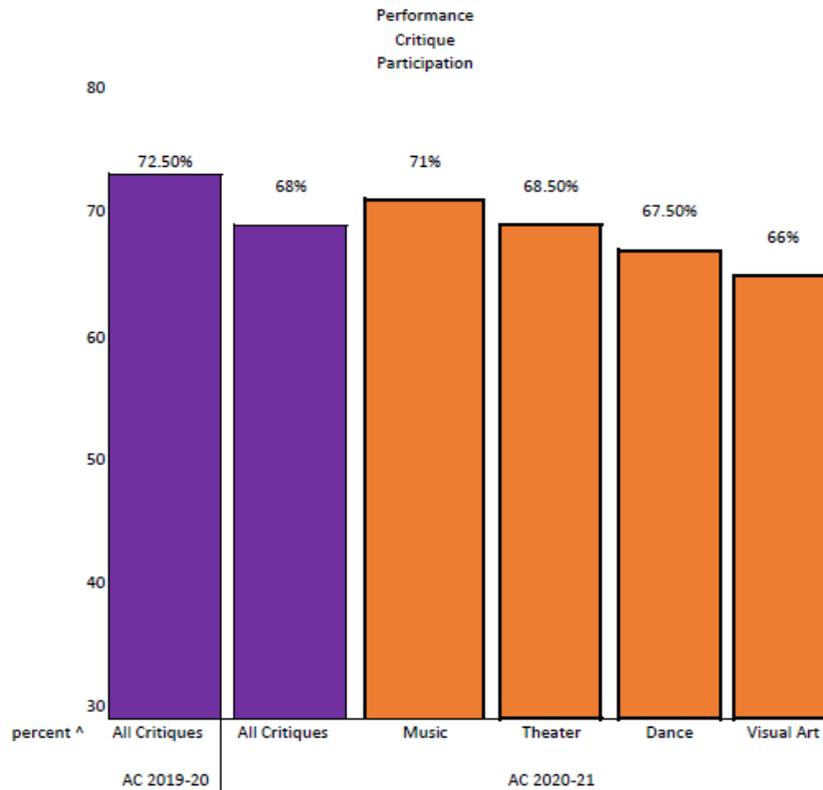
Implement the updated assessments across all sections of FA 1040 for the 2021-2022 AY and send weekly reminders to students to increase participation and completion of assessments. Faculty will maximize the involvement of dual enrollment students in the assessment process. As more DE sections are added into the results, we anticipate a more comprehensive set of results.

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

*Methodology:* Direct Measure—Performance Critiques.

<b>Course Name</b>	<b>Methodology</b>	<b>Target</b>	<b>Term</b>
FA 1040	Participation	70%	AY 2020-2021

**Finding.** Target not met in three out of four varieties of the Performance Critique Assessments.



**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.

**Analysis:** In 2019-2020 the target was met. 1390 student completed the assignment out of 1870 enrolled in the class. The music performance critique completion percentage was 74%, which exceeded the 70% target number. Based on the analysis of the 2019-2020 results, the faculty made the following changes in 2020-2021 AY to drive the cycle of improvement: added online options for completion, emphasized the importance of completing this assignment, updated the wording of the assignment to reflect COVID initiatives, and focused on instructor involvement early on in stressing the importance of these assignments. As a result of these changes, in 2020-2021 the target was met. 1288/1816 students completed the assignment during the 2020-2021 AY, with 355 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 2020-2021, the target was met. Based on the analysis of the 2020-2021 results, the faculty will implement the following changes in the 2021-2022 academic year to drive the cycle of improvement: stress the importance of this assignment to students to encourage participation and completion. The form was 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 as opposed to going to live events in performance.

**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.

**Analysis:** In 2019-2020 the target was met. 1330 students completed the assignment out of 1870 enrolled in the class. The theater performance critique completion percentage was 71%, which exceeded the 70% target number. Based on the analysis of the 2019-2020 results, the faculty made the following changes in 2020-2021 AY to drive the cycle of improvement: added online options for completion, emphasized the importance of completing this assignment, updated the wording of the assignment to reflect COVID initiatives, and focused on instructor involvement early on in stressing the importance of these assignments. Despite these changes, in 2020-2021 the target was not met. 1228/1816 students completed the assignment during the 2020-2021 AY, with 355 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, making the process of doing the assignment much easier for the student. This format will likely continue until live performance becomes a normal activity again.

**Decision or Action to drive future improvement.** In 2020-2021, the target was not met. Based on the analysis of the 2020-2021 results, the faculty will implement the following changes in the 2021-2022 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The form was 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 as opposed to going to live events in performance.

**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.

**Analysis:** In 2019-2020 the target was met. 1346 students completed the assignment out of 1870 enrolled in the class. The visual art performance critique completion percentage was 72%, which exceeded the 70% target number. Based on the analysis of the 2019-2020 results, the faculty made the following changes in 2020-2021 AY to drive the cycle of improvement: added online options for completion, emphasized the importance of completing this assignment, updated the wording of the assignment to reflect COVID initiatives, and focused on instructor involvement early on in stressing the importance of these assignments. Despite these changes, in 2020-2021 the target was not met. 1225/1816 students completed the assignment during the 2020-2021 AY, with 355 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, visual 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 live performance becomes a normal activity again.

**Decision or Action to drive future improvement.** In 2020-2021, the target was not met. Based on the analysis of the 2020-2021 results, the faculty will implement the following changes in the 2021-2022 academic year to drive the cycle of improvement: stress the importance of these assignments to students to encourage participation and completion. The form was recently overhauled to ask more engaging questions and use higher order thinking skills. Due to the pandemic, most students completed this assignment by visiting an online gallery as opposed to going to live events in a gallery.

**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, 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.

**Analysis:** In 2019-2020 the target was met. 1349 students completed the assignment out of 1870 enrolled in the class. The dance performance critique completion percentage was 72%, which exceeded the 70% target number. Based on the analysis of the 2019-2020 results, the faculty made the following changes in 2020-2021 AY to drive the cycle of improvement: added online options for completion, emphasized the importance of completing this assignment, updated the wording of the assignment to reflect COVID initiatives, and focused on instructor involvement early on in stressing the

importance of these assignments. Despite these changes, in 2020-2021 the target was not met. 1189/1816 students completed the assignment during the 2020-2021 AY, with 355 of those total students being dual enrollment students. Because of the switch to online during the COVID-19 pandemic, dance 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 performance becomes a normal activity again.

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

- Faculty recognized the following issues over the semester and made the following changes to drive the cycle of improvement in student learning forward: sent reminder emails to encourage student participation in assignments and tests, different procedures for tests and assignments, annotated lecture notes, updated tests, web resources, welcome videos, assignments, forums, lecture slides, quizzes, and guidelines to reflect student needs due concerns based on COVID and the hurricanes. A greater amount of leniency for due dates was provided this AY than previous years due to these issues.
- Added online options for completion of student assignments, emphasized the importance of completing this assignment, updated the wording of the assignment to reflect COVID initiatives, and focused on instructor involvement early on in stressing the importance of these assignments.
- Faculty were educated on the assessment process and expectations. The objective of each measure was discussed to ensure understanding to facilitate student learning.
- The Pre-Test and Post-Test were overhauled to streamline the testing process. The number of questions was reduced from 100 to 50, with new questions being added that focused on the application, not just identification of information.
- 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 20<sup>th</sup> Century art.

- 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.
- Addressed issues involving end-of-semester and exam weariness.

### **Plan of Action Moving Forward.**

- Student achievement of target for measures 1.1, 1.2, and 2.1 demonstrate the success of the program regarding our established SLOs that tie directly to the purpose of the Fine Arts core competency. We are working to improve the results for measures 2.2, 2.3, and 2.4.
- At the Fine Arts Committee meeting, the agenda included.
  - switching from using growth rate as a measure to a set target number.
  - 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 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.