Assessment Cycle 2021-2022 University Core Competency Assessment

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: 6/15/22**

Approved by: Dr. Greg Handel   **Date: 6/20/22**

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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.

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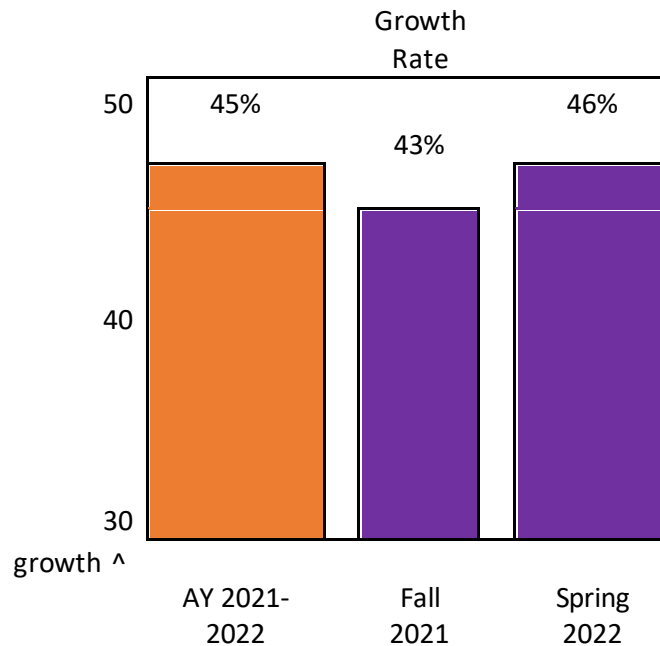*Methodology:* Direct Measure—Fine Arts 1040 Pre-test and Post-test.

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.

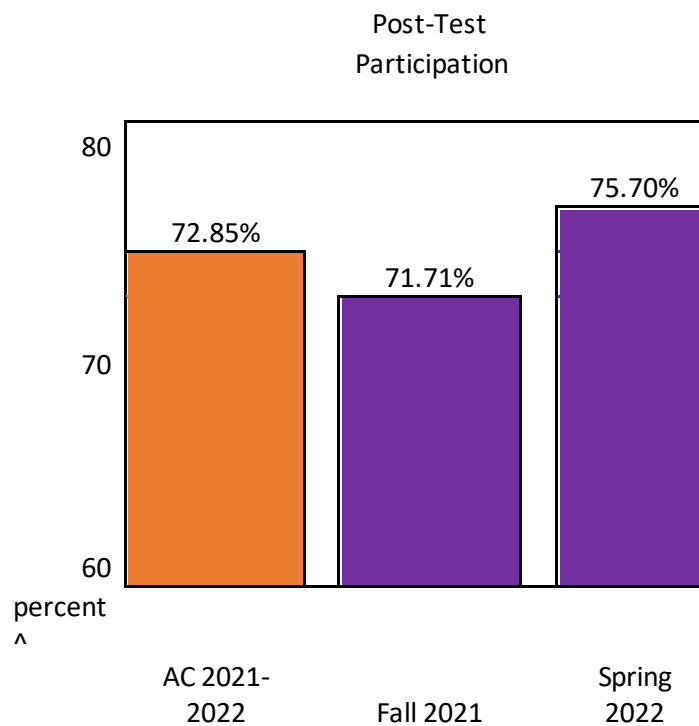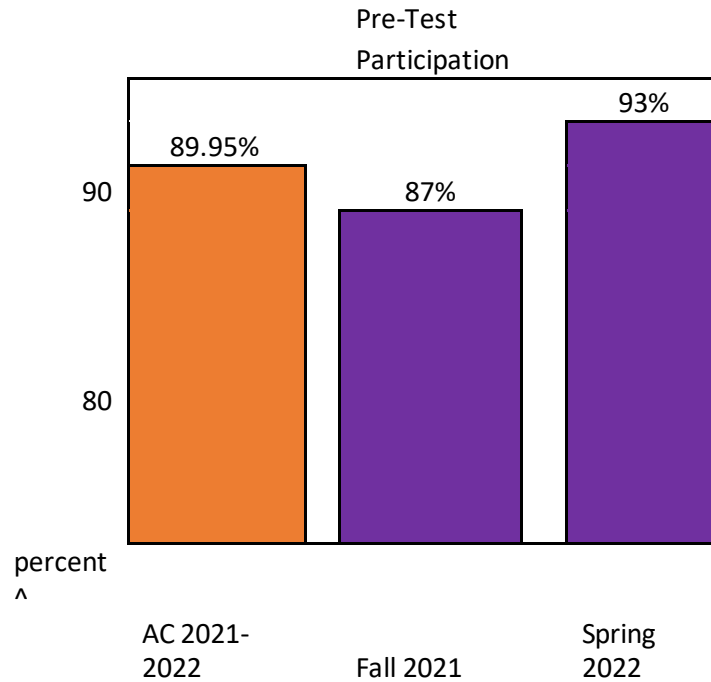| Course Name	Methodology	Target	Term
FA 1040	Pre- and Post-Test	30% Growth	AY 2021-2022
FA 1040	Participation Count	80% Participation	AY 2021-2022

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

AY 2021-2022: 45% growth Pre-test: 1621/1771 (89.95%) student participation*
Post-test: 1270/1771 (72.85) student participation*
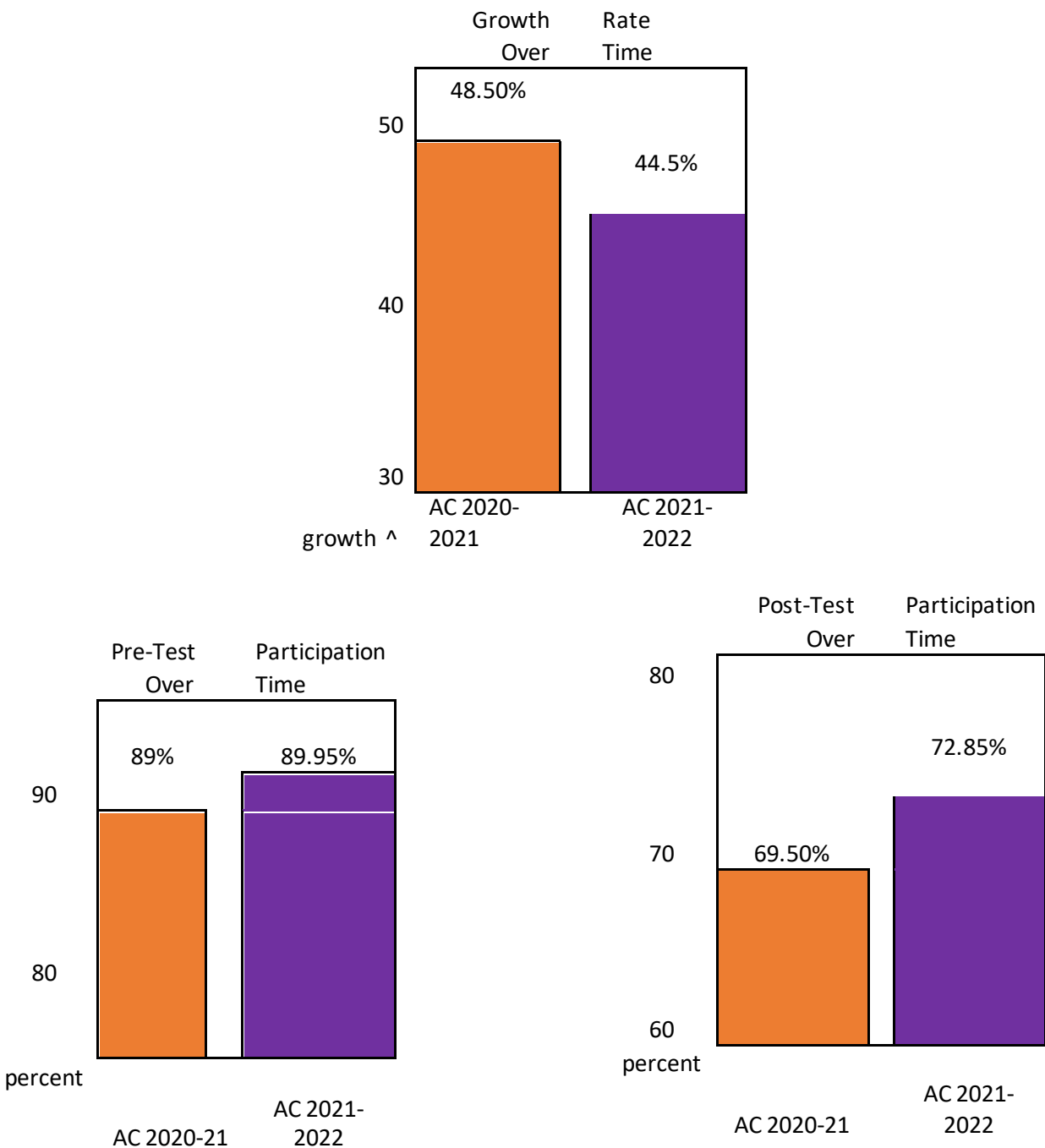
*results include 405 dual enrollment students

Growth Rate

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Pre-Test Participation

	AC 2021-2022	Fall 2021	Spring 2022
Pre-Test	89.95%	87%	93%

Post-Test Participation

	AC 2021-2022	Fall 2021	Spring 2022
Post-Test	72.85%	71.71%	75.70%

Analysis: In AY 2020-2021, the target was 30% growth with an 80% participation rate. Students achieved a 48.5% growth rate with an 89% Pre-test participation rate and a 69.5% Post-test participation rate. Two out of three 2020-2021 targets were accomplished. A total of 1816 students were enrolled in 56 sections of FA 1040, which

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included online and hyflex formats. Of these 1816 students, 355, or 19.5% were dual enrollment students.

Growth Rate Over Time

48.50%

44.5%

50

40

30

growth ^

AC 2020- 2021

AC 2021- 2022

Pre-Test Participation Over Time

89%

89.95%

90

80

percent

AC 2020-21

AC 2021- 2022

Post-Test Participation Over Time

72.85%

69.50%

80

70

60

percent

AC 2020-21

AC 2021- 2022

In AY 2021-2022, the targets remained the same as last year, and although the individual numbers were slightly different, the results remained the same: targets were met from growth and pre-test participation and the target was not met with post-test participation. Enrollment in FA 1040 was lower than last year, but the percentage of dual enrollment students was up: 1771 students were enrolled in 53 sections of FA

1040, and 405 of them, or 22.9%) were dual enrollment. Out of these 1771 students, 1621 students, or 89.95%, participated in the pre-test and 1270 students, or 72.85%, participated in the post-test. The low Post-Test could be explained due to the fact that as the semester progresses, more students either drop the class or stop coming, and the percentage drops. There is no disparity between dual enrollment, online, distance learning, or live students since everyone takes the same assessment in the same format. 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. Individual scores are collected, and growth is determined using the following formula:

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

Based on the analysis of the 2020-2021 results, the faculty made the following changes in 2021-2022 to drive the cycle of improvement: 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 other circumstances beyond our control.

As a result of these changes, the 2021-2022 targets were 30% growth rate with participation rates at 80% of the total students enrolled. The growth rate for the AY 2020-2021 assessment cycle was 44.5%, which exceeds the ideal target for the year. The Pre-Test participation rate remains steady at around 89%, whereas the Post-Test participation rate grew over three percentage points from last year to 72.85%, which is still below the target of 80%.

Decision or Action to drive future improvement. In 2021-2022 the target was met with the growth rate and the pre-test participation rate. It was not met with the post-test participation rate, although the participation rate is improving from last year. Based on the analysis from 2021-2022 data, the faculty will implement the following changes in the 2022-2023 AY to drive the cycle of improvement:

Change the target numbers for the pre-test and post-test participation rates to a more realistic goal (too many students drop the course for an 80% target to be realized), make the post-test a mandatory assignment, and restructure the mostly adjunct instruction to make use of more full-time faculty (to increase faculty participation in assessment measures and buy-in of assessment strategy). 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.

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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. 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 2021-2022
FA 1040	Participation Count	80% Participation	AY 2021-2022

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

AY 2021-2022:   45% growth   Pre-test: 1621/1771 (89.95%) student participation*

Post-test: 1270/1771 (72.85) student participation*

*results include 405 dual enrollment students

Analysis: In AY 2020-2021, the target was 30% growth with an 80% participation rate. Students achieved a 48.5% growth rate with an 89% Pre-test participation rate and a 69.5% Post-test participation rate. Two out of three 2020-2021 targets were accomplished. A total of 1816 students were enrolled in 56 sections of FA 1040, which included online and hyflex formats. Of these 1816 students, 355, or 19.5% were dual enrollment students.

In AY 2021-2022, the targets remained the same as last year, and although the individual numbers were slightly different, the results remained the same: targets were met from growth and pre-test participation and the target was not met with post-test participation. Enrollment in FA 1040 was lower than last year but was up in dual enrollment students: 1771 students were enrolled in 53 sections of FA 1040, and 405 of them, or 22.9%) were dual enrollment. Out of these 1771 students, 1621 students, or 89.95%, participated in the pre-test and 1270 students, or 72.85%, participated in the post-test. 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. There is no disparity between dual enrollment, online, distance learning, or live students since everyone takes the same assessment in the same format. Students are given the online

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Pre-test at the beginning of the semester and the same exam as the Post-test at the end of the semester. Individual 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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As a result of these changes, the 2021-2022 targets were 30% growth rate with participation rates at 80% of the total students enrolled. The growth rate for the AY 2020-2021 assessment cycle was 44.5%, which exceeds the ideal target for the year. The Pre-Test participation rate remains steady at around 89%, whereas the Post-Test participation rate grew over three percentage points from last year to 72.85%, which is still below the target of 80%.

Decision or Action to drive future improvement. In 2021-2022 the target was met with the growth rate and the pre-test participation rate. It was not met with the post-test participation rate, although the participation rate is improving from last year. Based on the analysis from 2021-2022 data, the faculty will implement the following changes in the 2022-2023 AY to drive the cycle of improvement:

Change the target numbers for the pre-test and post-test participation rates to a more realistic goal (too many students drop the course for an 80% target to be realized), make the post-test a mandatory assignment, and restructure the mostly adjunct instruction to make use of more full-time faculty (to increase faculty participation in assessment measures and buy-in of assessment strategy). 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.

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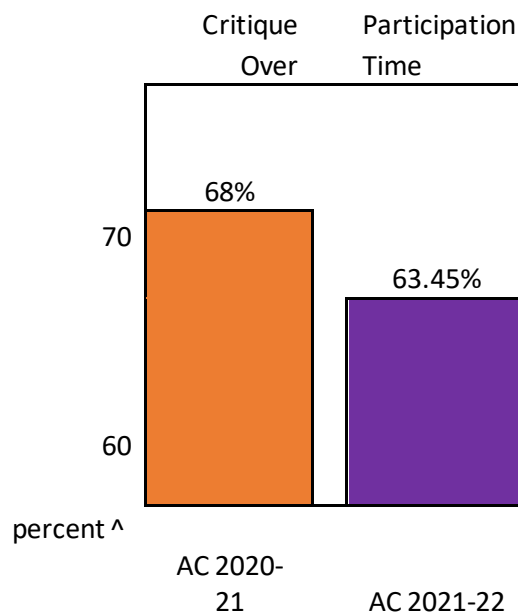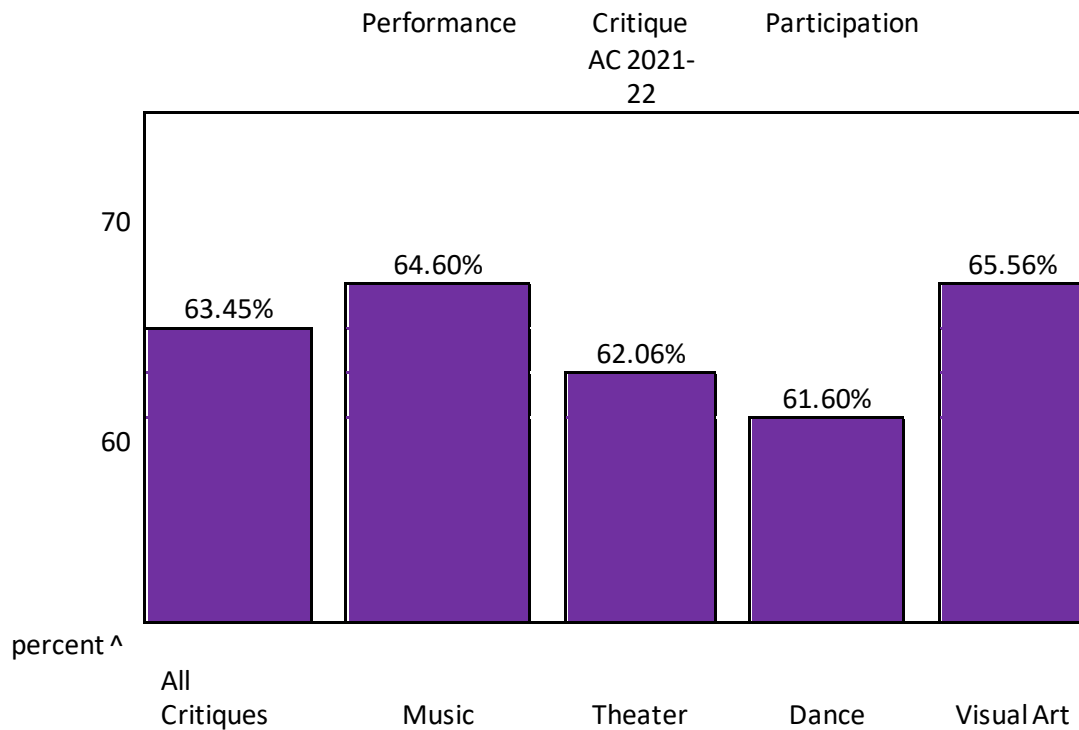
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SLO 2. Students will examine the arts through event attendance and reflection.
Methodology: Direct Measure—Performance Critiques.

Course Name	Methodology	Target	Term
FA 1040	Participation	70%	AY 2021-2022

Finding. Target not met in all four varieties of the Performance Critique Assessments.

Performance   Critique   Participation
                     AC 2021-
                     22

70

                    64.60%   65.56%

63.45%
                                 62.06%
                                          61.60%

60

percent ^

All
Critiques   Music   Theater   Dance   Visual Art

Critique   Participation
Over   Time

68%

70
                    63.45%

60

percent ^

AC 2020-
21   AC 2021-22

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 2020-2021 the target was met. 1288 student completed the assignment out of 1816 enrolled in the class. The music performance critique completion percentage was 73%, which exceeded the 70% target number. Based on the analysis of the 2020-2021 results, the faculty made the following changes in 2021-2022 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 2021-2022 the target was not met. 1144/1771 students completed the assignment, with 405 of those total students (22.87%) 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 in the future.

Decision or Action to drive future improvement.

In 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the faculty will implement the following changes in the 2022-2023 academic year to drive the cycle of improvement: stress the importance of this assignment to students to encourage participation and completion. 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 2020-2021 the target was not met. 1228 students completed the assignment out of 1816 enrolled in the class, with 355 (19.6%) of them being dual enrollment students. The theater performance critique completion percentage was 67.6%, which did not exceed the 70% target number. Based on the analysis of the 2020-2021 results, the faculty made the following changes in 2021-2022 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 2021-2022 the target was not met. 1099/1771 students completed the assignment during the 2021-2022 AY, with 405 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 in the future.

Decision or Action to drive future improvement.

In 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the faculty will implement the following changes in the 2022-2023 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 2020-2021 the target was not met. 1189 students completed the assignment out of 1816 enrolled in the class. The visual art performance critique completion percentage was 65.5%, which does not exceed the 70% target number. Based on the analysis of the 2020-2021 results, the faculty made the following changes in 2021-2022 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 2021-2022 the target was not met. 1161/1771, or 65.56%,of students completed the assignment during the 2021-2022 AY, with 405 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 into the future.

Decision or Action to drive future improvement.

In 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the faculty will implement the following changes in the 2022-2023 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 2020-2021 the target was not met. 1225 students completed the assignment out of 1816 enrolled in the class. The dance performance critique completion percentage was 67.5%, which does not exceed the 70% target number. Based on the analysis of the 2020-2021 results, the faculty made the following changes in 2021-2022 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 2021-2022 the target was not met. 1091/1771 students, or 61.6%, completed the assignment during the 2021-2022 AY, with 405 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 in the future.

Decision or Action to drive future improvement.

In 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the faculty will implement the following changes in the 2022-2023 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.

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.

- The Pre-Test and Post-Test were overhauled last year to streamline the testing process. This process was implemented across all sections this year, making for a more comprehensive data set.

- 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.

- 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.

The consensus amongst Fine Arts faculty is that we seem to have reached a wall in our ability to improve our numbers to reach our target numbers. This is a freshman course with a high drop out rate, and it feels like our accreditation process is being punished for students dropping out. We will try to address strategies to fix this issue, but right now we are not sure raising our numbers is going to be possible.

Plan of Action Moving Forward.

- Student achievement of target for measures 1.1 and 1.2, 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 2.1 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 realistic 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.