

Assessment Cycle 2022- 2023 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.

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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.

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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scores are collected, and growth is determined using the following formula:

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

Enrollment in FA 1040 was lower than last year, but the percentage of dual enrollment students was up: last year, 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. This year, 1525 students were enrolled in 53 sections of FA 1040, and 380, or 24.9% were dual enrollment students. Out of 1477 students (two sections did not take the pre-or post-test), 1377 students (93%) participated in the pretest and 1164 (79%) participated in the post-test. The pre-test average was 25.8/50 and the post-test average was 38.15/50, leading to a growth rate of 48%.

Based on the analysis of the 2021-2022 results, the faculty made the following changes in 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 circumstances beyond our control.

As a result of these changes, the 2022-2023 targets were 40% growth rate with participation rates at 70% of the total students enrolled. The growth rate for the AY 2022-2031 assessment cycle was 48%, which exceeds the ideal target for the year. The Pre-Test participation rate grew to 93%, and the Post-Test participation rate grew over six percentage points from last year to 79%, which met the adjusted target of 70%.

Decision or Action to drive future improvement. In 2022-2023 the target was met with the growth rate and the pre-test and post-test participation rates. The participation rates are improving from last year. Based on the analysis from 2022-20232 data, the faculty will implement the following changes in the 2023-2024 AY to drive the cycle of improvement:

- make the post-test a mandatory assignment.
- 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).
- 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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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:

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

Enrollment in FA 1040 was lower than last year, but the percentage of dual enrollment students was up: last year, 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. This year, 1525 students were enrolled in 53 sections of FA 1040, and 380, or 24.9% were dual enrollment students. Out of 1477 students (two sections did not take the pre-or post-test), 1377 students (93%) participated in the pretest and 1164 (79%) participated in the post-test. The pre-test average was 25.8/50 and the post-test average was 38.15/50, leading to a growth rate of 48%.

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- make the post-test a mandatory assignment.
- 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).
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Finding: target met for growth percentage and Pre-test Participation. Target not met in Post-test participation.

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

Methodology: Direct Measure—Performance Critiques.

Course Name	Methodology	Target	Term
FA 1040	Assignment participation	70%	AY 2022-2023

Finding. Target met in Music, Dance and Visual Art performance critique assessments. Target not met in Theater performance critique assessment.

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 semester, 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 2021-2022 the target was not met. 1144 student completed the assignment out of 1771 enrolled in the class. The music performance critique completion percentage was 65%, which did not exceed the 70% target number. Based on the analysis of the 2021-2022 results, the faculty made the following changes in 2022-2023 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 circumstances beyond our control,
- focused on instructor involvement early on in stressing the importance of these assignments.

Due to these changes, in 2022-2023 the target was met. 1120/1525 students completed the assignment, with 380 of those total students (24.92%) 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 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the faculty will continue to implement the changes made in the 2022-2023 academic year which were proven to be successful:

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- stress the importance of this assignment to students to encourage participation and completion.
- accepting watched 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 semester, 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 2021-2022 the target was not met. 1099 students completed the assignment out of 1771 enrolled in the class, with 405 (22.9%) of them being dual enrollment students. The theater performance critique completion percentage was 62%, which did not exceed the 70% target number. Based on the analysis of the 2021-2022 results, the faculty made the following changes in 2022-2023 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 new initiatives,
- focused on instructor involvement early on in stressing the importance of these assignments.

Despite these changes, in 2022-2023 the target was not met. 1058/11525 students completed the assignment during the 2022-2023 AY, with 380 (24.92%) 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 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in the 2023-2024 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.

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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 semester, the student will have completed the dance performance critique, which is a reflection paper based on going to a dance recital.

Analysis: In 2021-2022 the target was not met. 1161 students completed the assignment out of 1771 enrolled in the class. The visual art performance critique completion percentage was 65.6%, which does not exceed the 70% target number. Based on the analysis of the 2021-2022 results, the faculty made the following changes in 2022-2023 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 new initiatives,
- focused on instructor involvement early on in stressing the importance of these assignments.

Due to these changes, in 2022-2023 the target was met. 1106 out of 1525 students, or 73%, completed the assignment during the 2022-2023 AY, with 380 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 into the future.

Decision or Action to drive future improvement.

In 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the faculty will continue to implement the 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.

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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 semester, the student will have completed the visual art performance critique, which is a reflection paper based on their participation as a member of the audience for a visual art gallery or viewing of a pre-approved list of online galleries.

Analysis: In 2021-2022 the target was not met. 1091 students completed the assignment out of 1771 enrolled in the class. The visual art performance critique completion percentage was 61.6%, which does not exceed the 70% target number. Based on the analysis of the 2021-2022 results, the faculty made the following changes in 2022-2023 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 new initiatives,
- focused on instructor involvement early on in stressing the importance of these assignments.

Due to these changes, in 2022-2023 the target was met. 1162/1525 students, or 76%, completed the assignment during the 2022-2023 AY, with 380 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 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, the faculty will continue to implement the following changes made in the 2022-2023 academic year: 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. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the AC 2021-2022 results analysis.

- 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

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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 measure 2.2. 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 dropout 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 measure 2.2.
- 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.