

MILLIKIN UNIVERSITY

Student Learning in The Fine Arts Requirement

By Annette Russo

This document has been created for the purpose of clarification, collection of data, and to begin the process of assessment of the fine arts requirement.

Executive Summary

The fine arts requirement has held a place in the student curriculum at Millikin University for a long period of time. The 3 credits have been part of student's work since before the 1970s and was reestablished again as a hands on requirement in the 1990s and then in the last curriculum revision students were to experience the creation process of the arts. Due to difficulty in implementation, assessment and what the curriculum permits, what may have transgressed might have been different than the goals that were implemented throughout the history of this requirement.

The fine arts contribute to the non-art major an engagement in the creative process. A student may discover, explore, engage in, be stimulated by become curious about, and find enrichment in the fine arts. The fine arts especially offer us the opportunity to find meaning and value in our lives and contribute toward the understanding of the important elements in the lives of others.

The three goals have evolved over the course of time to meet the faculty's objective of bringing arts into the lives of Millikin's graduates. The arts hold a long-standing tradition in a democratic society of allowing the expression of beliefs, passions, and ideas that do not translate literally. The requirement's goals allow for variation in the presentation of the creative process. Some faculty will teach with less of a "hands on" component and some classes will engage the student with technical details. All have a component where one can build understanding of and engagement with the creative process. Understanding of others and in the cultural and historic or artistic context allows a student to track the manner in which the fine art was created and how it fits in the social context of our world. The stated goals have been clearly linked to the university wide student learning goals: preparation for success, democratic citizenship in a global environment and a personal life of meaning and value. The mission is to empower students to be able to be independent in their creative process, problem solving, critical thinking, and reflection. One would also see the universality of creation, understand and appreciate the manner in which we create, have aesthetic experiences and understand how we have reflected upon life throughout time. In accomplishing these tasks one would essentially come to understand how one might create a life of meaning and value.

The completion of three credits in the arts will allow a Millikin student to experience the following student learning outcome goals:

1. Students will engage in the creative process.
2. Students will demonstrate the ability to respond and reflect on the aesthetic experience of the arts.
3. Students will come to appreciate art and performances in the cultural, historic and/or artistic context of their creation.

The fine arts component is a three-credit course in the series of non-sequential Millikin Program of Student Learning requirements including: Quantitative Reasoning (3-4 credits), Fine Arts (3), Natural Science (4), Language/Culture Options.

Fine Arts Requirement Assessment Development Observations:

The diverse Millikin University student body, including traditional, enhanced and Professional Adult Comprehensive Education (PACE) students are required to take a fine arts class.

The Fine Arts faculty, adjuncts and visiting artists, teach the classes.

Support for the courses, which meet these goals, seems to be inconsistent.

The belief in students accomplishing these goals is strong, but the implementation of the goals has proven to be a strain on the College of Fine Arts facilities, faculty and costs.

The completion of this course produces varied outcomes that have not yet been assessed.

MILLIKIN UNIVERSITY
Student Learning in The Fine Arts Requirement

By Annette Russo

1.Goals

Student Learning Outcome in the Fine Arts Non-Sequential Requirement

1. Students will engage in the creative process.
2. Students will demonstrate the ability to respond and reflect on the aesthetic experience of the arts.
3. Students will come to appreciate art and performances in the cultural, historic and artistic context of their creation.

Connections to the University –Wide Learning Outcome Goals:

1. ...Professional success
2. ...Democratic citizenship in a global environment and
3. ...A personal life of meaning and value

The three-credit art requirement can contribute toward the goals proposed by the university through theoretical understanding and conceptual problem solving that occurs in the arts. The primary exercise of an aesthetic review includes the examination of diverse cultural expressions of living in and understanding our world as we interpret that experience. Insight and understanding are gained from the problem solving in non-traditional manners. Students are encouraged to make lateral connections, through reflection and in study of how creative masters have taken the chaos of life's input and produced work that expresses and communicates about life, reaching beyond geographical location, time and human differences.

Visual, auditory, performance and/or verbal skills are enhanced to communicate more proficiently through art forms and to understand the art of others. Students are encouraged to understand what guides these disciplines and to relate to that knowledge and skill. Educated observation through the many sensory avenues, enable one to define, relate to and interpret the works of theater, dance, music and/or the visual arts produced throughout the world. Analysis of art forms through reflection, subjective and objective evaluations are made through study of symbolic, historic, and cultural examination to aid in understanding self and others.

Hands on experience or creative thinking is a component that requires each student to participate in technique, technology, media, vocabularies, physical, emotional and/or intellectual methods of any art discipline, giving students alternative pathways to expression, creative drive and decisions.

How the MPSL goals connect to the Fine Art Requirement (FAR):

- 1...Professional success
- 2...Democratic citizenship in a global environment and
- 3...A personal life of meaning and value

CHOICES = DEMOCRACY

Art is about making choices. One must decide what we appreciate and often learn to appreciate what we see, hear and experience. Expression often needs context to aid in an audience's ability to understand. In FAR students are encouraged to perform technique and to demonstrate their ability to interpret and respond, appreciate and reflect. Learning history and culture enables one to make an educated choice and an informed decision.

There are many common foundations on which to build a cohesive experience yet still hold on to the unique aspects of what each class has to offer.

PROFESSIONAL SUCCESS & A PERSONAL LIFE OF MEANING AND VALUE

Reflection and relating in critiques, personal journals and the classroom tests measuring technique or knowledge demonstrate that the goals are similar in the four arts of areas. Use of rubrics and portfolios in music, art, theatre and dance does provide for a basis on which to support a consistent experience for the arts requirement. The goals in the fine arts are also very similar to the advice is given to succeed in one's personal and professional life. Hearing what others have to say about your performance in a studio is a unique experience. One needs to be tolerant of self and others, keep an open mind and learn from critique. One learns quickly to deal with loss when a sincere effort results in failure. Success in art enriches those who experience it and mediocrity is met with neutrality. Practice, patience and persistence are three necessary qualities when attempting any artistic endeavor and all are needed in the professional world.

Students have reported that the new understanding through the arts experience has brought creativity, meaning and substance to life. Students stated on the fall 2005 assessment, that the arts helped them "think outside the box". The arts assist in helping us to understand our lives and the lives of others through personal expression. Messages, communication and information about each artist can give much understanding when there is not a common time, culture or language.

Quote from Millikin's Fall 2006-2007 Bulletin:

"... In contrast, The Fine Arts requirement embraces creative thinking as a facet of critical learning. Introduction to Visual Culture combines conceptual, visual, and verbal skills essential to the description and analysis of visual forms. Students may prefer a more "hands-on" approach with such courses as Introduction to Studio Art or Introduction to Photography. Exploring the auditory arts is also offered, with courses that range from the classical era to the rock experience. This requirement, recommended between and first and third year, emphasizes a life of meaning and value for the Millikin student."

I. Snapshot

The area of art that a student may experience that is not typical in their chosen major is open to the visual arts, music, theatre and dance. Many of the classes offered in the 100 and 200 series are available to the non-major following the

registration of all majors. The availability of these classes is inconsistent as a result.

Students may opt for a class specifically designed as a survey class for the non-artist. Lab experiences in a choral group, travel abroad working in a glass studio or study of history, theory and culture are all options. Students who feel a need for a more intense experience or can demonstrate an expertise may ask an instructor from an upper level class to allow entry. These students may conditionally take a 300 or 400 level class if that study meets the three goals of FAR.

The Non-Major students may take a designated FAR class, take a studio, study academically oriented history or theory, perform, transfer in credit, or may take multiple sections of 1credit experiences.

Full professors staff the larger classes, and some of the smaller are instructed by adjuncts. The numbers of student to professor ratio in the class range from 100:1 or 20:1. The experiential component is often limited in the larger classes. The fine art programs of dance, theatre, music and visual arts tend to schedule classes that will pull the least amount of resources (space, professor time, supplies and other factors) from their perspective department, which in turn requires less taken from the majors. Students make a choice based less on preference and more on the time schedule or what space is available.

Some professors believe there are beneficial interactions that occur between Non Art and Art Major. Both groups give though information and productive solutions. Knowing as much about the world and our varied experiences is what fuels the content in art. Sometimes senior fine art majors present a topic or technique and often interact in studio settings serving as tutors or assistants in these classes. Contributions from both art major and non-major student's offer insight as they enrich each other in the diversity of thought and culture.

Professors report the negative aspects of "The Mixed Bag" as experience that is less intense in activity or dedication by students due to a less cohesive group. Additional problems occur when a student wants to take a class they are not prepared to take and have a negative experience in the arts. Some students in the FAR may prefer a less hands on/ more academic experience.

Staff:

~ Dance: One full time instructor and three adjuncts teach 250 bodies, 25 are minors in conjunction with the theatre department.

~Music: 69 Instructors consist of 24 that are full time, 36 are adjunct with 9 preparatory and three support staff. There are 318 majors and 46 minors.

~ Theatre: 12 Full time instructors and 2 adjuncts and 4 support staff guide 190 majors+.

~Art: 5 Full time one half time and one partial full time support staff work with 125 majors.

~Millikin University has student body that ranges between 2, 400 and 2, 500.

Types of Courses Taught and Facilities:

THEATRE AND DANCE

- BFA degree in Musical Theatre, Theatre, Acting, Directing and in Design/Technical Theatre
- * BA degree in Theatre,
- * Theatre Minor and Dance Minors can be earned as well
 - *5 Learning goals:
 1. Collaboration
 2. Technique
 3. Analysis
 4. Professionalism
 5. Defining a life of meaning and value

~Facilities: Main Stage,

Studio seasons – 2 musicals, 3 plays and 1 opera

One Dance concert

Pipe Dreams Experimental Theater provides 25-30 one acts and children's theatre.

Kirkland fine arts center – 2,000-seat theatre

Albert Taylor Theatre – 300 seat proscenium theatre

Pipe Dreams - 90 seat experimental space / lab

3-D Art and Theatre Center- work shop

~Minor in Dance – Classes focus on training technical skills in Ballet, Jazz, Tap, Modern, Theatre Dance with an additional choreography workshop, a seminar and/or independent study.

~ Facilities – Dance classes are held in a three well- equipped dance studios. Master classes are often taught by members of dance companies performing at the Kirkland Fine Arts Center or are invited guests.

MUSIC:

Minor in music

BA in music

BM in Music Performance

BM -Music Industry Studies: Commercial Music, Music Business

Music Education: BM

Music Core Learning Goals

- Develop musical skills through listening
- Develop an understanding of music in a historical and cultural context
- Develop musical skills with in a collaborative environment

~Music Facilities:

*Kirkland Fine Arts Center – 1,900-seat, auditorium with three-manual organ, rehearsal areas for music groups and classrooms, and faculty offices.

*Perkinson Music Center – Soundproof practice rooms, classrooms and studios, a 25-station computer lab and Millitrax, a state -of -the-art 24 Track recording studio and Kaeuper recital hall seating 170.

-ART:

BFA in Studio Art, Art Management, Commercial Art/Computer Design, Specialist Teaching K-12, Art Therapy

BA in Studio Art, Art Management, Commercial Art/Computer Design, Art Therapy

~Learning Goals:

- *Personal engagement
- *Technical skills
- *Time management
- *Critical Analysis
- *Professional

~Facilities:

- *Kirkland Fine Arts Center houses drawing, design, painting, printmaking and photography studios with three galleries, faculty offices and classrooms.
- *3-D Art and Theatre Center -Sculpture/Clay studios

II. The Learning Story

One area of fine art is studied for 3 credits, obtained in one semester or over the course of three semesters a student can take a group of one-credit experiences in varied fine art areas. Types of teaching vary from a lecture format, technique to demo labs. Experiences vary from learning rhythms with clapping hands to designing a showcase of a master artist to be on display for a week in a gallery. Students are requested to perform technique, research and/or write about history and culture and make work that speaks of who they are in their time and place. Some students may learn to dance- understanding movement in a style of choice. Some may learn to understand music and it's performance. Some students are able to understand the visual arts in their context and other students understand theatre and production.

Sometime students can translate the information to other art areas or sometimes they cannot. Many are able to translate personal information, be expressive and enhance their creativity. Some empathize and come to understand the universal or global applications of a personal fine art expression. While others are asked to do the reverse: understand, relate and reflect on the creation of fine art that has less to do with a personal expression and more to do with a cultural, social or historic thread. Other anticipated results would include the following:

1. Aesthetic reviews through critique and reflection
2. Historic reviews of technique, language, masters, style and reflection of context
3. How the arts communicate
4. Why artists create, are engaged, and how each of us has that need
5. Creation is universal and timeless
6. Problem solving methods
7. Creative process of moving from divergent to convergent thought

III. Assessment Methods

- a. Faculty Syllabi Review
- b. Performance Matrix
- c. Student Artifact Collection
- d. Student Assessment

a. Faculty Syllabi Review –

An audit of the syllabi was requested by the committee on Assessment of Student Learning to establish whether faculty currently communicates "the goals". Many faculty have never been aware that there were goals or the review till the Fall 2006. Therefore I regard this task as a "before" picture and anticipate that discussion will be stimulated and improvements made.

This may bring an increased understanding that assessment can improve communication to our students. Clarity, unity, and shared knowledge from input from fellow faculty are most beneficial in the assessment process. Knowing what the student learns in the FAR requirement and how effective we are at meeting the goals are pieces information we will continue to work toward achieving.

~ Difficulties with Specific Details:

Traditional goals for the art requirement have been to do, reflect and relate to the diverse cultures in one of the following areas: dance, music, theater or the visual arts. The primary goals have not been a driving force in designing classes to meet or in accepting the transfer classes to fulfill this three-credit requirement. Many instructors were unaware of components due to the lack of a shared guiding document with pertinent information.

~ Problems in Scheduling:

The classes that met the requirement were not specified, listed for advising nor were they regulated as to how often they were offered through out the years. The classes were often offered at times that were not conducive to student's schedules - often conflicting with times when the "major" classes were offered.

The art requirement is sometimes met by transfer credits from classes from other universities that may or may not have the same goals for student learning.

~Fine arts syllabi audit questions:

1. Are the goals of the class consistent with the goals of FAR and stated in the syllabus?
2. Who teaches these classes, Professors, Adjuncts, and Visiting Professors?
3. How often are the classes offered?
4. Do the assignments align with the FAR goals?
5. Is assessment aligned with the FAR goals?
6. How are students engaged in the creative process?
7. Historical, Cultural or Artistic context included?
8. Can students demonstrate an ability to respond and reflect on the aesthetic experience?
9. Are students able to find meaning and value?
10. To provide the number of classes taught, numbers of student to faculty ratio?
11. What art experiences are the students choosing?
12. How many students are in what classes?
13. What other problems exist that we are not aware of?

b. Sample of a performance matrix:

This rubric is in need of revision to become more usable by the faculty. Performance indicators vary within each area of the arts and finding common elements may improve the ability to assess student engagement. We want to know if the student is gaining an ability to understand and appreciate the art in its cultural and historic and/or artistic context of the creation. Can they reflect and respond on the aesthetic experience in the arts? Is the student engaged in the creative process?

THIS ASSESSMENT IS NOT FOR A GRADE! It is produced as a measurement of student engagement and/or how well they are grasping

requirement.
3 The student worked hard and completed the project, but with a little more effort it might have been outstanding.
2 The student finished the project, but it could have been improved with more effort: adequate interpretation of the assignment, but lacking finished: chose an easy project and did it indifferently.
1 The project was not completed and displayed minimum effort.
Craftsmanship/Skill/Consistency
4 The artwork/project was beautifully and patiently done: it was as good as hard work could make it.
3 With a little more effort t, the work could have been outstanding: lacks the finishing touches.
2 The student showed average craftsmanship: adequate, but not as good as it could have been, a bit careless.
1 The student showed a below-average craftsmanship, lack of pride or understanding in the unfinished work.
.
Group Cooperation/Attitude
4 The student worked toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.
3 The student participated enthusiastically, followed through on commitments, performed more than adequately, assisted in preparation and cleanup when asked.
2 The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately assisted in preparation and cleanup when asked.
1 The student allowed others to do most of the work, did participate minimally, did the minimal amount.

- c.** Submit evaluation of presentation or piece artifact demo of the student and the response sample in Blackboard

Some of the faculty began collecting artifacts in Spring 2006 in hard copy or portfolio and some have collected them for years but no collective attempt has been made to review or assess through examination of student work.

The matrix could be used to measure what goals a student acquires.

These qualities may be collected in one site on Blackboard by each of the faculty teaching these classes. Joe Hardenbrook, Educational Technologist, is currently creating that site.

d. Student Survey:

Design a common student survey to administer pre and post class attendance to establish what is acquired.

EXAMPLE:

MPSL Fine Arts requirement Assessment Student Questionnaire

Please answer the following questions as they relate to the particular course that you took (are taking) to fulfill the FAR of the MPSL.

1. Have you had "hands on" experience - that is, have you actually played an instrument, made art, acted, or danced in your MU art class?
a. Yes b. No
2. Did you engage in any writing or discussion that reflected upon that activity (for example, how was the work you saw "artistic"?, what artistic elements or principles did it incorporate? or how was the work created, and composed?)?
a. Yes b. No
3. Do you feel that you learned any of the following about yourself? (Circle all that apply)
 - a. Increased your sensitivity, understanding and appreciation for an art form.
 - b. You feel you have broadened your outlook in any way.
 - c. You might seek out opportunities to enjoy an art form.
 - d. You found art to contribute toward a life of meaning and value
 - e. You may find a way to integrate an aspect of the arts or something you have learned into your chosen profession.
4. Do you feel that this class helped you to appreciate the cultural, historic or artistic context of creation?
a. Yes b. No
5. Did this class help you become more accepting of something that you previously did not accept?
a. Yes b. No
6. Would you take another fine art class if your schedule would allow and if yes what would it be?
a. Yes b. No _____

**IV. Assessment Data – of courses and the requirement
Fine Art Requirement – Classes at MU that meet the 3 Credits**

Visiting artists, adjuncts, senior faculty and full time professors have all taught the classes listed below. There is not data that is collected that can give us how often, when or who right now.

Classes typically consist of studio work, lecture and critique.

This list was compiled by Annette Russo – fall 2006 and may not be complete. Often classes are added or may change each semester and some classes have not been taught since 2000.

This is an attempt to assemble the courses that meet or are accepted as meeting the fine art requirement of three credits and to collect the syllabi. This document could be used for advising upon its completion and approval.

Department:	Class	Title	1	2	3
Art	3 credit				
Cordulack	AR 101	Introduction to Visual Culture	x	x	x
Staff (2000)	AR 107	Introduction to Studio Art	x	x	x
Kotewa	AR 103, 104	Drawing Orientation	x	x	x
Russo	AR 105, 106	Design Orientation	x	x	x
Walker	AR 125	Commercial Art: Production Tech.	x	x	x
Schietinger	AR 121, 122	Ceramics	x	x	x
Schietinger	AR 235	Introduction to Photography	x	x	x
Cordulack	AR 301, 302, 303, 304,304	Art History		x	x
Staff	AR 360	Topics in Art History (On and Off campus)		x	x
Music	1-3 credit classes				
	MC 273/274, 373/374, 473/474	First Step Records		x	x
	ME 251	Introduction to Music Education	x	x	x
	MH 100	Understanding Classical Music	x	x	x
	MH 101	Understanding Jazz	x	x	x
	MH 110	Understanding World Musics	x	x	x
	MH 211	Survey of Western Music	x	x	x
Burdick	MH 213	The Rock Experience	x	x	x
Applied Music	Courses – 1-3 credits				
	ML 107...	Piano		x	x
	ML 111....	Voice		x	x
	ML 113....	Organ		x	x
	ML 115...	Violin		x	x
	ML 117...	Viola		x	x
	ML 121...	Violoncello		x	x
	ML 123...	String Bass		x	x
	ML 125...	Flute		x	x
	ML 127...	Oboe		x	x
	ML 131	Clarinet		x	x
	ML 133	Bassoon		x	x
	ML 135	Saxophone		x	x
	ML 137	Trumpet		x	x
	ML 141	French Horn		x	x
	ML 143	Trombone/Euphonium		x	x
	ML 145	Tuba/Euphonium		x	x
	ML 147	Percussion		x	x
	ML 151	Guitar		x	x
	ML 153	Jazz Piano		x	x
Music Organizations, Ensembles	- 1 credit				
				x	x

Chair directed groups:

MO 110/210/310/410.	Millikin-Decatur Symphony Orchestra
MO 120/22/320/420	Concert Band
MO 122/222/322/422	Symphonic Wind
MO 130-140	Choral Organizations
MO 133/233/333/433	Women's Ensemble
MO 134/234/334/444	Concert Choir
MO 135/235/335/435	University Women
MO137	Millikin Men
MO 139/239/339/439	Chamber Chorale
MO 140/240/340/440	University Choir
MO 160	Jazz Bands 1 and 11
MO 161	Jazz and Commercial Ensembles
MO 170-190	Chamber Ensembles
MO 172/272/372/472	Guitar Ensembles
MO 173	Percussion Ensembles
MO 174	Commercial Vocal Ensembles

Music Theory Courses – 2-3 credits

MT 100	Music Fundamentals	x	x	x
MT 111,112	Theory	x	x	x
MT 113, 114	Ear Training	x	x	x

Theatre Courses - 3 credits

Borders	TH 103	Acting: Non-Majors	x	x	x
Staff (2000)	TH 107	Introduction to the Theatre Arts	x	x	x

Dance Courses - 1 credit

DA 101/201/351/352	Jazz Dance	x		
DA 102/202/302/303	Tap	x		
DA 105/205/305/306	Modern	x		
DA 107/207/311/412	Ballet	x		
DA 108/208/312/413	Ballet		x	

VII. Analysis of Assessment Results

How do MU students meet the fine art requirement?

- What classes are they taking?
- Are these credits transferred from other institutions?
- Are students getting the experiences they want or are they taking a class that fits the schedule?
- When are the classes typically offered and are those times conducive to the non art major's schedule?
- Are faculty able to juggle the responsibilities: teach all of the seminars, the non sequential requirements, participate in advancing their knowledge, serve on committees and meet the needs of the major students in their departments?
- What requirements are last on the list of each department's priorities?
- Is the art requirement meeting the goals listed or are the gains more or less significant?

Specific Lists of what classes do meet the requirement or that have met the requirement could be obtained by looking at individual students transcripts: Cap reports.

VIII. Improvement Plans

- Need to determine the commitment to support the art requirement for the non-majors from each division in the fine arts and establish a unifying body
- Need to communicate to the Dean, Chairs and Faculty of the Fine Arts Requirement (FAR) the need for a plan to assess.
- Can a collaborative approach and method be beneficial to the departments?
- Can the requirement be met by 90:1 ratio of teacher to student and still be an experience that meets the goals which the requirement was intended to meet?
- Do we want to establish firm guidelines of what meets the 3-credit requirement or continue flexible entry into the fine art 100 and 200 level classes and allow for variation of experience? (The Non-Major students sometimes take a designated FAR class, take a studio, perform, transfer in credit, or can take multiple sections of 1credit experiences).
- Do we need to design more classes to meet the numbers of students that need to take the requirement?
- Need to obtain a request for the purpose of analysis (Have the people who can recommend these things that the data be collected).
- Need to provide a basis for which a consistent experience can occur for the student who takes a non-sequential art requirement:
 - Develop a plan for the classes that meet this requirement.
 - Form a committee to bring the four disciplines to meet and share creative solutions and options.
 - Create a common matrix that better meets the needs of this requirement and those that teach

Possible document to be mailed to Fine Art Faculty:

Suggestion:

Fine Arts MPSL Requirement Syllabus Addition:

All Millikin students are required to take three credits in Fine Arts. The student learning goals of the Fine Arts Requirement are that:

1. Students will engage in the creative process.
2. Students will demonstrate the ability to respond and reflect on the aesthetic experience of the arts.
3. Students will come to appreciate art and performances in the cultural, historic and artistic context of their creation.

I believe there are many art courses are able to meet these goals.

If you would let me know which fine art classes could be added to a list for non major students to pick from that would be very helpful.

Procedure would include:

~Submission of syllabus to Annette Russo (with the item above included) for record keeping

~Documentation through a Blackboard site (to be created) that would accept students submissions documenting that your class has met the requirement

~ Handouts for the student will be available on Blackboard with instructions on how this is to be done.

~You will be able to access and save student work from your individual classes on this site. Videos, photos or papers will be able to be submitted.

Please send any thoughts and feedback.

Thanks

Annette

Student's submissions documenting that your class would meet the requirement.

- Establish a collection of written, videotaped, and photographed artifacts in a common location on Blackboard to be submitted by the instructors in any of the classes.