

Executive Overview

In addition to the learning goals of an individual major, all Millikin University students are required to participate in core curriculum, which includes Non- Sequential University Studies Fine Arts course. The Fine Arts Requirement for non-majors has the following specific learning outcome goals:

1. Students will demonstrate engagement in the creative process.
2. Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts.
3. Students will demonstrate connections between aesthetic experience and the larger cultural context of creation.

Snapshot

The assessment report will provide a brief overview of curricula, facilities and faculty/staff of the Music, Theatre Arts and Dance, and the Visual Art departments. The classes that meet the FAR requirement are included in this report.

The Learning Story

The report will include the variety of options for a student to meet the requirement. How non-majors develop and fulfill the learning outcome goals and how these goals connect to the mission of the university are reviewed.

Assessment Methods

A questionnaire measures the student's progress and experience in meeting the goals. The survey indicates points of engagement in relation to each learning goal. Faculty and student assessments of accomplishing the goals are collected as well.

- A. Student Assessment of student performance: Green, Yellow or Red.
- B. Faculty Assessment of student's performance: Green, Yellow or Red
- C. Student Engagement/Reflective Survey

Assessment Data

The report will include the resulting data on each assessment. Assessments will use a 3 level performance matrix, a three level achievement signal and be collected each semester. The student engagement survey will be electronically administered or available in hard copy and information will be tabulated and assessed. The three assessments will provide evidence of student success through a survey assessment, faculty assessment and student's appraisal/reflection assessment. Results will be reported to faculty.

Analysis of Assessment Results

The FAR committee will examine the reported percentage findings. Meeting the expectations of the Fine Art Requirement for the non-major includes measurement of the student's engagement in a creative process, evidence of a reflective exercise, and evidence of connection between aesthetic experience and the larger cultural context of creation of an art experience. Percentages could correlate with a need for more teaching in one or more of the goals areas, trainings on how to integrate the three goals successfully or changes in the FAR list of classes that meet the requirement.

The annual report will be created by FAR Committee and shared with the fine arts department faculty in order to suggest ways to improve the quality of student learning experience in the MPSL yearly. Discussion and development of improvement plans and initiatives will take place in fine art faculty meetings and focus on the previous year's assessment results.

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 ensure 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. 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 may 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. Classes 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:

Student Learning Outcome in the Fine Arts Non-Sequential Requirement

1. Students will demonstrate engagement in the creative process.
2. Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts.
3. Students will demonstrate connections between aesthetic experience and the larger cultural context of 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 or classes equaling three credits.

The completion of this requirement produced varied student outcomes in the first year of assessment. Student survey, student assessment and faculty assessments are in need of increased campus participation and implementation. The Fall 2006 semester assessment demonstrated more understanding by faculty, improved procedure and perhaps 50% of the

students in the FAR requirement's participation. FAR requirement Spring 2007 assessment brought clarity and some new numbers to the survey but failed to increase participation. An oversight committee, survey content changes and assessment accessibility improvements in Summer 2007 attempt more campus wide results.

Connections to the University wide curriculum:

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

Professional success

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.

Democratic citizenship in a global environment

Art is about making choices and connections. 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 audiences 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. Knowledge gained in the FAR experience allows students to see how the arts are a dynamic element in communicating beliefs in each social structure in which they are produced. 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.

Our common experiences, our personal struggles or loss, the treasures of our past and hope for the future are all important and universal milestones that serve to provide the content of the arts.

A personal life of meaning and value

Reflection and relating in critiques, personal journals and the classroom tests are often evidence of how students acquire information. Practice of technique or use of knowledge can demonstrate that the goals are met. Art in its many forms have much in common: individual expression, a personal or cultural language and a rich heritage from which to draw from to understand and express our quality of experience. Use of rubrics and portfolios in music, art, theatre and dance 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 one is given to succeed in personal and professional life. Practice, patience and perseverance are necessary for success. Hearing what others have to say about a 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 sincere effort results in failure. Success in art enriches those who experience it and mediocrity is met with neutrality. Art is a safe place to express what we experience in life and can give meaning. 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."

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. See the class List in Appendix One.

The Learning Story

Areas of fine art are studied for 3 credits or obtained in one credit over the course of three semesters. A student may 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 that has less to do with a personal expression and more to do with an observation of art within a cultural, social and/or historic thread.

Assessment Methods

The fine art's meetings serve as a forum to discuss assessments before the end of each semester. Announcements and reminders will be given that the surveys will be sent to each professor who teaches a class for the FAR. Hard copy format surveys or computer site surveys are administered through campus mail to secretaries in each fine art department in the last month of each semester. These are forwarded to the professors with the request to administer the forms to students. The survey is available on line at the following site: <http://surveys.millikin.edu:8080/survey/entry.jsp?id=1161203100955>

Note: This survey site changes each semester. Joe Hardenbrook is to be contacted by the representative to request the new site to be shared.

Hard copy surveys are collected by the representative and tallied with the numbers from the online site survey. Percentages are calculated and results are published and shared with faculty in the Fine arts meeting.

a. Student Assessment R, G, Y. Status: embedded in the student survey.

Student Assessment: Circle one:

Red: I did not understand or get much value from this course

Yellow: I gained some understanding and appreciation for the arts, learned about techniques, and/or how to respond and reflect on the experiences.

Green: I find value in the arts, invested in the class and experienced growth in technique, response and reflection.

b. Faculty Assessment R, G, Y. Status:

Submit Red, Yellow or Green status in meeting the three FAR goals. Numbers of students who meet the red, yellow or green can be emailed to A. Russo for percentage calculations.

To conduct the Faculty assessment the Professors are asked to submit a class roster of students with y, r, or g status beside names OR to provide the percentages of students who scored red, yellow or green on the following scale.

Faculty Assessment Rubric:

Red – Student did not meet any of the three FAR Goals. No engagement in the creative process, No ability to respond or reflect and no demonstration of a connection between the aesthetic experience and the larger cultural context of creation was exhibited.

Yellow - Student was able to demonstrate understanding in some of the goal areas of the: Demonstrated minimal engagement in the creative process. Demonstrated limited ability to respond to and reflect on the aesthetic experience of the arts and made some connections between aesthetic experience and the larger cultural context of creation.

Green: Student work met the three goals by showing growth in the areas. Student was able to demonstrate engagement in the creative process and was able to respond and reflect on the aesthetic experience and made connections to the larger cultural context of creation.

NOTE: Millikin's arts faculty are specialists in the chosen area and can determine which students have gained skills and made notable effort that meet the goals.

c. Student Survey:

Full survey found in Appendix Two.

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?
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?)?
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?
5. Did this class help you become more accepting of something that you previously did not accept?
- 6.
7. Would you take another fine art class if your schedule would allow and if yes what would it be?
7. Student Assessment: Please choose ONE of the following descriptions as it relates to the Fine Arts course you took (or are taking) and rate it on the red/yellow/ green scale below.

Red: I did not understand or get much value from this course

Yellow: I gained some understanding and appreciation for the arts, learned about techniques, and/or how to respond and reflect on the experiences.

Green: I find value in the arts, invested in the class and experienced growth in technique, response and reflection.

8. What year are you? Freshman Sophomore Junior Senior
9. What is your degree and major area?
10. Which area of study did you choose to fulfill the Fine Arts requirement? Art Music Theatre Dance
11. What the title/course number you took to fulfill the requirement?

Assessment Data Fall 2006

80 hard copy surveys collected

20 responses on line

5 Instructors participated

The percentages indicate that most students (90%) have engaged in the creative process, they have demonstrated an ability to respond and reflect and that the connections between aesthetic experience and the larger cultural context of creation have been made. student's Student self -assessment was skewed because students did not understand an earlier matrix rating themselves more than one status. When the matrix was verbally explained the students scored themselves Green in over 90% of the surveys (omitting the unreadable scores).

Faculty assigned over 95% Green assessments and less than 1% red.

Yellow ratings came to 4%.

Winter PACE Immersion 2007: 5 classes- 5-10 pm intensive studio experience.

8 students surveyed - 1 Instructor

100% had hands on experience in the arts and engaged in reflection and rated by self and professor in the green status as meeting all three goals of the FAR requirement. All felt they had been helped to appreciate the cultural, historic or artistic context of creation. Of 5 categories of leaning about the self all students circled 3 many circled more.

Spring 2007

74 hard copy surveys collected , 6 responses on line

Faculty Assessment: 5 Instructors rated students:

1% rated red, 18% yellow, unrated with RGY status, 81% rated green

Student Self Assessment RGY:

5% - Red, 45% - Yellow, 50% - Green

Student Survey Results:

94% had hands on experience in the arts, 98% engaged in reflection

63% felt they increased sensitivity, understanding and appreciation for an art form

71% broadened their outlook

45% might seek out an opportunity to enjoy an art form

46% felt that the fine arts contribute toward a life of meaning and value

36% may find a way to integrate an aspect of the arts or something they learned into their chosen profession

85% reported that the class helped them to appreciate the cultural, historic and artistic context of creation, 10% did not and 6% gave no answer.

Question # 5 asks if the student helped them become more accepting of something that you previously did not accept. Yes - 56%, No - 38% and no answer - 6%.

Question # 6 asks if student would take another art class.

Results 53% would, 47 % would not and highest percentages of requested art classes were drawing and painting at 17% and ceramics at 14 %, voice at 11% and photo at 9%. .

What Year? 15% Freshmen, 35% Sophomore, 15% Junior, 15% Senior and 16% were not asked what year they were.

Degree Major: resulted in 26 answers with EL ED and BIS ranked at the top with 8%.

Analysis of Assessment Results

Fine Arts GE Plan – Assessment Progress Fall 2006 – increase faculty participation and knowledge.

IMPORTANT NOTE:

Some syllabi need to be updated to include goals and content addressed in the class. Most art requires reflection which is implied in techniques accomplished, ability to perform, and in personal and group critiques. Faculty's ability to make these connections for students is often necessary.

Implemented Changes – During the Spring of 2006

FAR Assessment survey altered 2006 and 2007

Fine art faculty approval of the three FAR goals

Addition of questions 7-11.

Clarity attempted in the reformatting some questions where multiple responses were available to the students when only one response was needed.

Proposed Changes.

Survey:

Increase Assessment Participation – increase on line participation.

PACE, Immersions and study abroad art surveys need to increase and classes on list.

Perhaps Banner could make faculty/secretary aware of a student who is taking the course for the FAR requirement (FAR Alert) and could ensure the student was issued the survey Content issues Alter assessment to be more indicative of achievement of goals.

Omit question 5 – look at assessment effectiveness of other questions

FAR Student Assessment:

When student were asked to rate self many rated yellow before seeing the green rating on the next page of the hard copy assessment in one class. Ensure that all answers are available below the question.

FAR Faculty Assessment:

Assessment climate could be improved

Secretaries could collect the RGY ratings to assist faculty's participation and faculty anonymity. Increase knowledge of the three goals of the FAR Requirement among faculty.

Appendix One:

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.

Classes typically consist of studio work, lecture and critique.

The Fine Arts Requirement representative compiled this list each fall: Annette Russo in 2006, 2007. This is an attempt to assemble the courses that meet or are accepted as meeting the fine art requirement of three credits and to assist in advising.

* Indicates that class syllabi has been electronically collected and X indicates the goals that are addressed in each class for 2007:

1. Students will demonstrate engagement in the creative process.
2. Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts.
3. Students will demonstrate connections between aesthetic experience and the larger cultural context of creation.

X = Goals evident in course syllabus

0 = Goals not evident in course syllabus

Department: Class	Title	goals	123
Art 3 credit courses			
AR 101 Cordulack	Introduction to Visual Culture	xxx	
AR 107 Staff (2000)	Introduction to Studio Art	xxx	
AR 103, 104 Kotewa	Drawing Orientation	xxx	
AR 235 Kotewa	Beginning Photo	xxx	
AR 160 Kotewa	Intro to Contemporary Drawing	xxx	
AR 105, 106 Russo	Design Orientation	xxx	
AR 125 Augustine	Commercial Art: Production Tech.	xxx	
AR 121, 122 Schietinger	Ceramics	xxx	
AR 235 Kotewa	Introduction to Photography	xxx	
AR 360 Staff	Topics in Art History	xxx	
(On and Off campus)			
Music 1-3 credit courses			
MC 101 Rubel	Introduction to the Music Industry	000	
MC 273/274, 373/374, 473/474	First Step Records	xxx	
ME 251 Smith	Introduction to Music Education	xxx	
MH 100	Understanding Classical Music	xxx	
MH 101	Understanding Jazz	xxx	
MH 110 Martin- Frost	Understanding World Musics	xxx	
MH 211 Martin Frost	Survey of Western Music	xxx	
MH 213 Burdick	The Rock Experiencew/ lab	xxx	
Applied Music Courses – 1-3 credits			
MU 103, 104*Cobb	Huang Mancinelli Yun, Yadeau	Piano	xxx
MU 105....Gibbons	Voice		
MO 153	Jazz Piano		
Music Organizations, Ensembles - 1 credit			
Chair directed groups:			
MO 110/210/310/410. Luxner	Millikin-Decatur Symphony Orchestra		xxx
MO 120/22/320/420 Smith	Concert Band		
MO 122/222/322/422 Shaw	Symphonic Wind		
MO 130-140 Holmes	Choral Organizations		
MO 133/233/333/433 Forbes	Women's Ensemble		
MO 134/234/334/444 Hesse	Concert Choir		

Music Organizations, Ensembles continued - 1 credit		xxx
MO 135/235/335/435 Hesse	University Women	
MO137 Holmes	Millikin Men	
MO 139/239/339/439 Forbes	Chamber Chorale	
MO 140/240/340/440 Holmes	University Choir	
MO 160 Reyman Rask	Jazz Bands 1 and 11	
MO 161 Reyman Rask	Studio Ensembles	
MO 170-190		
Chamber Ensembles		
MO 172/272/372/472 Mallard	Guitar Ensembles	
MO 173 Justison	Percussion Ensembles	
MO 174 Widenhofer	One Voice	
MO 174 Carberg	Tudor Voices	
MO 174 Holmes	Vocal Jazz Authority, Madrigals	
MO 174 Stafford	Vocal Jazz Ensembles	
MO 183 Brass, string and woodwind -		
MO 183 Rask	Saxophone quartet	
MU 105/106, 205/206, 305/306,405/406 Gibbons		xxx
Music Theory Courses - 2-3 credits		
MT 100 Hornbacker	Music Fundamentals	xxx
MT 111,112 Hesse	Theory	xxx
MT 113, 114 Hesse	Ear Training	xxx
MT 111, 113 Nicholson		xxx
Theatre Courses - 3 credits		
TH 103 Borders	Acting: Non-Majors	xxx
Dance Courses - 1 credit		
DA 101/201/351/352	Gustafson/Morrissey Jazz Dance	xxx
DA 102/202/302/303	Shull/Morrissey Tap	xxx
DA 105/205/305/306	Reiter Modern	xxx
DA 107/207/311/412	Reiter Ballet	xxx
DA 108/208/312/413	Reiter Ballet	xxx
DA 430 Morrissey	Dance Concert	000
DA 490 Morrissey	Music Theatre Choreography	xxx
DA 446 /447Morrissey	Theatre Dance	xxx
DA 360 Morrissey	Performing Dance	xxx

Appendix Two:

MPSL Fine Arts requirement Assessment Student Questionnaire – Post Test
<http://surveys.millikin.edu:8080/survey/entry.jsp?id=1161203100955>

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
8. Would you take another fine art class if your schedule would allow and if yes what would it be?
a. Yes b. No _____
7. Student Assessment: Please choose ONE of the following descriptions as it relates to the Fine Arts course you took (or are taking) and rate it on the red/yellow/ green scale below.

Red: I did not understand or get much value from this course

Yellow: I gained some understanding and appreciation for the arts, learned about techniques, and/or how to respond and reflect on the experiences.

Green: I find value in the arts, invested in the class and experienced growth in technique, response and reflection.
8. What year are you? Freshman Sophomore Junior Senior
9. What is your degree and major area?
10. Which area of study did you choose to fulfill the Fine Arts requirement?
Art Music Theatre Dance
11. What the title/course number you took to fulfill the requirement?