

Millikin University

2008/2009 FAR

FINE ARTS ASSESSMENT PLAN

MILLIKIN PROGRAM OF STUDENT LEARNING

STUDENT LEARNING IN THE FINE ARTS REQUIREMENT

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:

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.**

EXECUTIVE SUMMARY

An executive summary should precede each full-length report. The summary gives a brief overview of the contents of the report: the program review, student learning assessment for that year, as well as plans and initiatives for the future.

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 FAR representative to identify those classes that incorporate the Far learning goals collects syllabi each semester. The list is shared for advising purposes.

- **The Learning Story**

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

ASSESSMENT METHODS

- 1) INSTITUTIONAL RESEARCH QUESTIONS IN THE NSSE – NATIONAL SURVEY OF STUDENT ENGAGEMENT**
- 2) COLLECTION OF STUDENT WORK**
- 3) FACULTY PARTICIPATION IN ASSESSMENT PROCESS**

Assessment Data

1) Laura Birch our Institutional Research team member had provided feedback from the NESSE in 2008. Unfortunately it was a temporary versus a permanent compilation of questions. Misunderstanding the impermanence of the collection of the test DATA prevented the usual collection on line. Past collection from the individual yearly questioning of the not an art major student who was taking an art class did not occur. What did come from this is the belief that students could be assessed yearly at a freshman and senior level versus targeting specific classes following the completion of an art class.

Rubrics to assess student's performance, their understanding of the importance of the arts and how the arts can influence personal and professional growth will be conducted. By focusing the bulk of our assessment on the qualitative evaluation of student experience, we keep students at the center of the program and its decision-making processes

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 (addendum A). This survey will be available through MU online This assessment has been restructured Spring of 2008 and that assessment will replace the FAR Survey.(addendum B)

2) **COLLECTION OF STUDENT ART:** In attempt to meet direct work of the student a Web site was suggested that could contain students' art and/or perceptions of successful completion of artwork would be available on this site. This idea never took flight and it was found to be too cumbersome in the collection with little motivation for the student nor time for the faculty to observe this site. Process is seen as most important versus the end product where a student is taking a three credit course with little time to accomplish needed skills to display.

3) **FACULTY PARTICIPATION IN ASSESSMENT Process:** Faculty met several times

in the year in attempt to find better ways to assess the general education fine arts requirement. It was believed that the goals were difficult to assess and needed adjusting. Meeting with peers to discuss this difficulty was a major step forward and deserves a green. Thank you.

Performance Indicators

Each point of data collection will receive a performance indicator using the following 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.

Green: A high level indicating clear movement in the right direction, not requiring any immediate change in course of action. Continuing support should be provided.

Yellow: An average, acceptable level indicating either some improvement, but not as quickly as desired, or indicating a slight decline in performance. Strategies and approaches should be reviewed and appropriate adjustments made to reach an acceptable level or desired rate of improvement.

Red: An unacceptable status or direction of change. Immediate, high priority actions should be taken to address this area.

Blank: Insufficient information available (or governance decision pending).

ANALYSIS OF ASSESSMENT RESULTS

The reported percentage findings will be examined and shared with the Fine Arts Department. 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 FAR Assessment Representative/s will present the annual report from the previous academic year at the opening Fine Art Faculty meeting each fall semester. Based on the results of the report, plans and recommendations for enhancing and improving the delivery of student learning outcome goals for FAR will be discussed. FAR faculty recommendations for improving assessment methods and processes will also be taken at that time.

This section should include statements about the ways in which the CWRR Program learning goals embody, reflect, and advance Millikin University's core mission, goals, and values. Emphasis should also be given to the ways in which

MPSL FINE ARTS ASSESSMENT

Please answer the following questions as they relate to the particular course that you took (or are taking) to fulfill the Fine Arts requirement for the Millikin Program of Student Learning.

1. Have you had "hands-on" experience--that is, have you actually played an instrument, made art, acted, or danced in your MU fine arts course?

Yes

No

no answer

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?)

Yes

No

no answer

3. Do you feel that you learned any of the following about yourself? (Choose all that apply).

Increased your sensitivity, understanding and appreciation for an art form. |

You feel you have broadened your outlook in any way. |

You might seek out opportunities to enjoy an art form. |

You found that fine arts contribute towards a life of meaning and value. |

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?

Yes |

No |

no answer

5. Did the fine arts class that you took (or are taking) present a new way to: (choose all that apply)

Understand people

Understand another environment

Understand another time

Understand a place

Understand an approach to ideas

6. Do fine arts allow you to access another part of living in the world that is difficult to express?

Yes

No

Maybe

no answer

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 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.

no answer

8. What year are you?

Freshman |

Sophomore |

Junior |

Senior |

no answer

9. What is your degree & major area.

10. Which area of study did you choose to fulfill the Fine Arts requirement?

Art

Music

Theatre

Dance

no answer

11. What is the course title/course number you took to fulfill the Fine Arts requirement?

Student Self Assessment Results: None

Faculty Assessment Results: None

Data Collection Links to Student Learning Outcome Goals

- The student survey measures students' perceptions of their abilities to understand, reflect and connect the arts to their lives. : The faculty use of performance indicators is used to evaluate FAR goals 1, 2 & 3:

Analysis of Assessment Results

The annual report will analyze the each point of data collected and will evaluate the effectiveness of our courses in helping students meet the CWRR learning goals. Each year, the annual report will provide trend data for CWRR Artifact Collection assessment, including data on each artifact collected and the criterion used for assessing.

Student Survey

Each year, the CWRR Program's Self-Study Team in coordination with the Millikin Institution for Research, will assign an indicator for this point of data collection. The CWRR Director may include trend data analysis in the report, when relevant.

Goal 1— Students will demonstrate engagement in the creative process.

Goal 1 is assessed by survey questions 1, 2, 3

Goal 2— Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts

Goal 2 is assessed by survey question 2, 3

Goal 3— Students will demonstrate connections between aesthetic experience and the larger cultural context of creation.

Goal 3 is assessed by survey question 2, 4

EXAMPLE:

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.

Performance Indicators

Each point of data collection will receive a performance indicator using the following rubric:

Initiatives and Improvement Plans

The FAR Assessment Team will present the annual report from the previous academic year at the opening Fine Art Faculty meeting each fall semester. Based on the results of the report, plans and recommendations for enhancing and improving the delivery of student learning outcome goals for FAR will be discussed. FAR faculty recommendations for improving assessment methods and processes will also be taken at that time.

Appendices for Guide to Coordinating the Assessment of Student Learning in FAR

1. Program Review Appendix Items

Class Offering Review

In Chapter Three of *The Higher Learning Commission Handbook of Accreditation*, under "Criterion Three: Student Learning and Effective Teaching," **Core Component 3a** recommends that "[the organization's goals for student learning are clearly stated for each educational program and make effective assessment possible" (3.1-4). We want to be sure we are communicating our student learning outcome goals to our students, so faculty syllabi is collected annually to assess the effectiveness of our communication. We also gather from these documents specific information regarding the knowledge and skills emphasized.

Reminders to Assess

Example announcement:

>>> Annette Russo 4/4/2008 2:46 PM >>>

Yeah! It is that time of year again.... Assessment!

Please refer students (who are taking the Fine Art Requirement (FAR)

for the Millikin Program of Student Learning (MPSL)) to this site to complete an assessment:

<http://surveys.millikin.edu:8081/survey/entry.jsp?id=1190919680493>

Any Fine Art Class in Art, Dance, Theatre or Music is an opportunity for non fine art majors to experience all three goals of the requirement:

1. Students will demonstrate engagement in the creative process. (DO)
2. Students will demonstrate the ability to respond to and reflect on the aesthetic experience of the arts. (Respond & Reflect)
3. Students will demonstrate connections between aesthetic experience and the larger

cultural context of creation.(Connect)

Here is a list of classes that meet these goals though many classes in the areas of the fine arts are available to Non Art Majors through faculty consent as listed in the MU bulletin:

Art	3 credit		123	
AR 101 Cordulack		Introduction to Visual Culture	xxx	
AR 107 Staff (2004)		Introduction to Studio Art	xxx	
AR 103, 104 Latcher		Drawing Orientation		xxx
AR 235 Schietinger		Beginning Photo	6 in 2007	xxx
AR 160 Latcher		Intro to Contemporary Drawing	xxx	
AR 105, 106 Russo		Design Orientation		xxx
AR 125		Commercial Art: Production Tech.	xxx	
AR 121, 122 Schietinger		Ceramics		xxx
AR 235		Introduction to Photography	xxx	
AR 360 Staff (On and Off campus)		Topics in Art History		xxx
Music	1-3 credit classes			

Music	1-3 credit classes			
MC 101 Rubel		Introduction to the Music Industry		
MC 273/274, 373/374, 473/474		First Step Records	Steve Widenhofer	xxx
ME 251 Smith		Introduction to Music Education	Neal Smith	xxx
MH 100		Understanding Classical Music	Georgia Hornbacker	xxx
MH 101		Understanding Jazz		xxx
MH 110 Martin- Frost		Understanding World Musics		xxx
MH 211		Survey of Western Music		xxx
MH 213 Burdick		The Rock Experience w/ lab	Dave Burdick	xxx (offered in fall only)
Applied Music Courses - 1-3 credits				xxx
MU 103, 104 *Cobb		Huang Mancinelli Yun, Yadeau	Piano	
MU 105....Gibbons		Voice		
MO 153		Jazz Piano (there are some jazz piano lessons given by Stephen Widenhofer, but listed under ML)		

Music Organizations, Ensembles - 1 credit xxx

Chair directed groups:

MO 110/210/310/410. Luxner Millikin-Decatur Symphony Orchestra

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
 MO 135/235/335/435 Hesse University Women
 MO137 Hesse 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
 Carberg Tudor Voices
 Holmes Vocal Jazz Authority, Madrigals
 Stafford Vocal Jazz Ensembles
 MO 183 Brass, string and woodwind -
 MO 183 Rask Saxophone quartet
 MU 105/106, 205/206, 305/306,405/406 Hadi Gibbons xxx (Hadi Gibbons is in charge of class voice, different instructors teach it, including Matt Leese, Fran Daniels & Jodi Kienzler)
 Music Theory Courses - 2-3 credits
 MT 100 Hornbacker Music Fundamentals Georgia Hornbacker xxx
 MT 111,112 Hesse Theory xxx
 MT 113, 114 Hesse Ear Training xxx
 MT 111, 113 Nicholson
 Theory instructors:
 Ted Hesse, Tina Nicholson, Tim Schmidt, Ron YaDeau, Kevin Long, Laurie Glencross

 xxx
 Theatre Courses - 3 credits
 TH 103 Borders Acting: Non-Majors xxx
 Dance Courses - 1 credit
 DA 101/201/351/352 Jagger-Taylor/Morrissey Jazz Dance xxx
 DA 102/202/302/303 Shull/Morrissey Tap xxx
 DA 105/205/305/306 Miller Modern xxx

DA 107/207/311/412	Miller	Ballet	xxx	
DA 108/208/312/413	Miller	Ballet	xxx	
DA 420	Morrissey	Musical Theatre Choreograph		
DA 430	Morrissey	Dance Concert		
DA 490	Morrissey	Music Theatre Choreography	xxx	
DA 446 /447	Morrissey	Theatre Dance	xxx	
DA 360	Morrissey	Performing Dance Ensemble		xxx
DA 106	Shull	Ballroom Dance		
DA 160	Morrissey	Non-Performing Dance Ensemble		

TYPES AND NUMBERS OF COURSES TAUGHT

TYPES AND NUMBERS OF COURSES TAUGHT	2008-2009	2007-2008	2006-2007	
Visual Arts	20+ each semester	20+ each semester	20 + each semester	
Dance	20+ each semester	20+ each semester	20 + each semester	
Theatre	20+ each semester	20+ each semester	20+ each semester	
PACE	9 Art 6 Music ed and Hist 2 Theatre	9 Art 6 Music Ed and Hist 2 Theatre	10 Art 1 Music Ed 5 Theatre	
Music	20+ each semester	20 + each semester	20+ each semestr	

Total	140+	140+	180+	
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Facilities, Technology and Class size

Classes in the arts are conducted in the studios that correspond with the medium explored.

Technology is area specific as well.

Numbers of students in the classes are limited to the capacity of the facility or studio. The range of students in a lecture class varies from that of the studio. Most studios on campus are limited to 17 and most lectures can range from 20-100.

Assessment Analysis Appendix Items

Assessment Rubric

	Excellent (Green—Go)	Adequate (Yellow—Caution)	Nominal (Red—Stop)	Points
Demonstrate engagement in the creative process	. Student demonstrates that s/he understands the expressive possibilities and techniques in the arts area studied [5 points]	An adequate reading response contains a passive attempt at the major aspects of the art's medium. The student shows an understanding of the concepts, but does not actively engage with the structure or strategy and/or play of ideas. [3 points]	A nominal response contains an incomplete attempt at expression or misunderstanding of the major aspects of the art medium. [1 point]	
Demonstrate the ability to respond to and reflect on the aesthetic experience of the arts	An excellent response contains either careful, well-supported, and well-positioned judgments with language of the medium and/or active conversation concerning personal or an individual's or group's response. [5 points]	An adequate response contains only some careful, supported and positioned judgments and/or passive engagement with the arts. [3 points]	A nominal response contains no judgments about the arts. [1 point]	
Demonstrate connections between aesthetic experience and the larger cultural context of creation.	An excellent response demonstrates the student's ability to understand expression, method of production or performance of others and of his or her work. [3 points]	A good response demonstrates the student's attempt to understand expression, method of production or performance of others and of his or her work. [2 point]	A nominal reading response demonstrates the student did not attempt to understand expression, method of production or performance of others and of his or her work. [1 points]	

Total Points for this Student:

Final Signal Rating:

Excellent (Green—Go)	Adequate (Yellow--Caution)	Nominal (Red—Stop)
10.5-13	7-10.5	1-6

1. Have you had "hands-on" experience--that is, have you actually played an instrument, made art, acted, or danced in your MU fine arts course? Yes 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?) Yes No

3. Do you feel that you learned any of the following about yourself? (Choose all that apply).

- Increased your sensitivity, understanding and appreciation for an art form.
- You feel you have broadened your outlook in any way.
- You might seek out opportunities to enjoy an art form.
- You found that fine arts contribute towards a life of meaning and value.
- 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? Yes No

5. Did the fine arts class that you took (or are taking) present a new way to: (choose all that apply)

- Understand people
- Understand another environment
- Understand another time
- Understand a place
- Understand an approach to ideas

6. Do fine arts allow you to access another part of living in the world that is difficult to express? Yes No Maybe

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 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 & major area.

10. Which area of study did you choose to fulfill the Fine Arts requirement?

Art Music Theatre Dance

11. What is the course title/course number you took to fulfill the Fine Arts requirement?

Findings For 2009

Approximate results for each year indicate that the Fine Art Requirement is meeting the three goals of the requirement. The biggest improvement has been the response of the fine arts division.

All areas participated - professors from each of the areas of the fine arts met to review avenues to improve assessment and meet goals provided by the assessment panels guide lines.

The solution to include the questions twice in the students' four year time of study through academic technology was an excellent idea but we were not informed that the questions were not included in the 2009 survey. . Students do conduct many surveys and may not participate when they are requested to do so . Continued coordination in this area will be necessary.

Or

Academic Technology's assistance is needed. When students register for the above classes they would have their names added to the FAR survey site. All students who sign up for the above classes will receive the survey electronically at the start of May.

Faculty who teach the classes listed on the survey results will be asked to submit percentages of students who meet the red/yellow or green assessment status.

Findings also indicate that the majority of students who self assess circled the yellow area of understanding. The rubric indicates that some knowledge is gained but perhaps not enough for a student to circle the green rating of appreciation:

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

YELLOW: I gained some understanding and appreciation for the arts, learned 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.

.Perhaps we have set the indicators at too high of a level of expectation. Perhaps more research and consideration needs to be done to adjust the descriptors of the survey.

Newest Developments and Changes in Assessment - Received in June 2008 and the problem in 2009

An Arts Consortium met while administering the NSSE (National Survey of Student Engagement) to our freshmen and seniors. This was approved by Barry Pearson. The Fine Arts questions associated with this consortium are attached; we will receive the survey results in the fall.

June 2009 The consortium dropped the arts questions due to several factors. Primarily the addition of the arts questions bumped out other questions the institutional research group found to be valuable. New questions will be added next year. Not in the same areas of our interests so the online questions introduced by the faculty will return unless standards are changed.

The questions asked by the arts consortium follow:

Additional Questions

Your school has requested that you answer some additional questions regarding your undergraduate experience.

These questions take about three minutes to answer. Your continued participation is voluntary.

A1. In your experience at your institution during the current school year, about how often have you done

each of the following?

- a. Talked about an art exhibit, play, dance, music, theater, or other performance with other students, friends, or family
- b. Participated as an artist, performer, or crew member in an art exhibit, play, dance, music, theater, or other performance
- c. Used your experiences and interest in the visual and performing arts in class discussions or assignments
- d. Explored a new subject area as a result of your attendance or participation in the arts

Often

Sometimes

Never

**Very
often**

A2. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- a. Developing an understanding and enjoyment of an art exhibit, play, dance, music, theater, or other performance
- b. Developing a commitment to be involved in the arts (attendance or participation)

Quite

a bit

Some

Very

little

Very

much

Continued on back

A3.

0

1-5

6-10

11-15

16-20

In a typical 7-day week, about how many hours do you spend in arts experiences on or off campus?

21-25

More than 30

26-30

A4. How many arts courses (art, music, theater, dance) have you taken since coming to college?

0

1

2

3

4 or more

A5.

Class requirement

Encouragement from friends

Enthusiastic professor

Personal interest

Proximity

What motivates you to attend arts events

(art, music, theater, dance)?

(Select all that apply.)

Quality of the facility

To be involved on campus

Opportunity to meet people

Promotion of the event on campus

Quality of the event

ART07

A6.

Expense

Parking availability

Lack of awareness of events

Difficulty getting tickets

Coursework demands

What keeps you from attending arts events

(art, music, theater, dance)?

(Select all that apply.)

Facility is rundown

Job demands

Location is not convenient

No one to go with

Extracurricular activities/meetings

Lack of quality events

Limited interest in arts events

**A7. Select the three (3) places you perceive to be
the most active spaces on campus:**

Sports venues (football stadium, basketball
arena)

Public plaza (main campus quadrangle or green)

Arts venues (performing arts center, museums/
galleries, rehearsal halls, art studios)

Student union

Dining hall

Residence hall

Library

Coffee shop or restaurant

Campus main street

Recreation area (fitness center, intramural fields)

A9. To what extent have arts experiences at this institution contributed to your abilities in the following areas?

- a. Thinking critically and analytically
- b. Thinking imaginatively or creatively
- c. Understanding fundamental concepts in your major
- d. Communicating clearly and effectively
- e. Working effectively with others
- f. Learning effectively on your own
- g. Taking intellectual risks

Quite

a bit

Some

Very

little

Very

much

A10. To what extent do you agree with the following statements?

- a. The arts are visible on my campus.
- b. My institution encourages students to study the arts.
- c. The arts curriculum at my institution is open to everyone.
- d. My institution encourages students to participate in arts events.
- e. The university community values the arts.
- f. The arts contribute to the vitality of this campus.
- g. The presence of the arts enhances my collegiate experience.

Agree

Disagree

Strongly

disagree

Strongly

agree

A8. Where have you attended arts events (art, music, theater, dance) while attending this institution?

(Select all that apply.)

Theater buildings (performing arts center, recital hall)

Museums/galleries

Coffee shop or restaurant

Large concert venues (stadiums, arenas, band shell, etc.)

Random places, such as street performances

Residence halls

Arts festivals

Off-campus (downtown or in the local community)