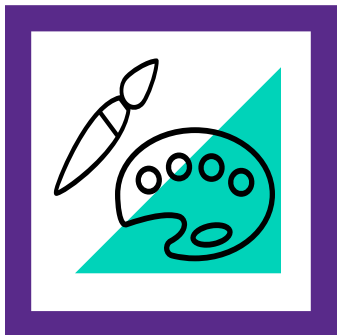


# College of Fine Arts and Communication

## Actions Taken to Improve Student Learning Based on Analysis of Results



### Undergraduate

\*Programs included:

- Dance (BFA)
- Communication (BS)

### Undergraduate Examples

- Met with students to review evaluations and specify areas in need of improvement
- Faculty provided more instruction on research articles through the contributions of quantitative and qualitative data
- Procedures for evaluation were explored and implemented to help students obtain new skills and strengthen their current abilities
- Increased understanding of research and surveys by critiquing research articles and then fully creating, distributing, and analyzing surveys

### Graduate Examples

- Allotted time at the beginning of the semester for the Director to sit with students to explain and discuss the plan and procedures for the upcoming semester
- Created more opportunities for students to practice academic, research-based writing
- Provided sample papers to better guide students
- Required all students to meet with instructor about progress and to receive feedback on their writing

### Graduate

\*Programs included:

- Art (MFA)
- Communication (MA) & Health Communication (Certificate)

Program name	Dance (BFA)
Delivery mode	Face to Face
Outcome being summarized	Dance Technical Skills - Students will perform complex movement patterns in ballet, modern, and jazz dance demonstrating strength, flexibility, alignment, coordination, dynamics, and expression.
Program level example	<p>The BFA in Dance Performance program prepares students to compete successfully for work in the highly competitive professional arena of dance. The program assesses outcomes around anatomy/kinesiology, cultural and historical foundations of dance, dance pedagogy, dance production, dance technical skills, professional preparation, performance, choreography, written and verbal expression, and service and society.</p> <p>Regarding dance technical skills, students perform complex movement patterns in ballet, modern, and jazz dance demonstrating strength, flexibility, alignment, coordination, dynamics, and expression. For the student performance means of assessment used to measure the outcome, students complete an annual faculty jury in the first and second year including performance of combinations from ballet, modern, and jazz dance and demonstration of physical fitness. Students will be scored on a holistic, 3-point scale: 3-making adequate progress in all areas; 2- making adequate progress in some areas; 1- not making adequate progress in any area. The Criterion for Success is that 85% of first-year students and 90% of second-year students will earn a holistic score of 3 in the faculty jury.</p> <p>In 2016-17, the criterion for success was not met. 68% of first-year students (13/19) and 78% of second-year students (14/18) received a holistic score of 3 on the faculty jury. While the majority of students were making adequate progress in all areas, several were not, including three first-year students who scored at level 1 and were placed on probation. <b>Following the jury, students who scored at level 1 and 2 were asked to meet with the faculty and given specific areas of concern and recommendations;</b> additionally, students who scored at level 1 (which were first-year students only) were placed on probationary status in the program and instructed that they must demonstrate improvement by the end of the semester or be asked to leave the program. At the end of the semester, 2 of 3 probationary first-year students met expectations and were recommended to remain in the program; of those who scored level 2, all showed growth in the remainder of the semester.</p> <p><b>In 2017-2018, during first and second year technique courses and the first year Introduction to Dance Studies course, faculty</b></p>

**stressed the importance of the juries to students. Technique faculty gave students individual, explicit feedback during midterm and final exams during the fall courses to identify areas for improvement prior to the jury. Each student also had an individual end-of-semester conference with the entire faculty; first-year students have participated in one conference and second-year students have participated in three conferences prior to the February 2018 jury exam where they received feedback on areas of strength and areas to improve on. An elective dance conditioning course was offered in the spring semester to provide additional opportunities for students to develop and strengthen dance-specific physical skills.**

That year, 75% (15/20) of first-year students and 93% (14/15) of second-year students earned a holistic score of 3 on the faculty jury. 25% (5/20) of first year students and 7% (1/15) of second-year students earned a holistic score of 2, and no students earned a score of 1. The criterion for success was not met. Results showed that, while most students made adequate progress in all areas, some students did not, particularly in the first year. Faculty noted that the skill level and prior training of incoming students is quite varied and this continues to be evident throughout the first year. Each student who scored below a 3 on the jury met with faculty to discuss their results and was given specific notes for further improvement; faculty noted that all showed additional progress by the end of the Spring 2018 semester.

Program name	Communication (BS)
Delivery mode	Face to Face and Online
Outcome being summarized	Research Skills – Students will demonstrate knowledge of research design by applying research methods in research papers.
Program level example	<p>The mission of the BS in Communication is to offer high quality programs and instruction; to provide opportunities for and to encourage faculty and students in their research and creative activity; and to lend professional service in all areas of communication. The BS prepares individuals for professional and academic careers in broadcast journalism, communication studies, media production, media studies, print journalism, and public relations. The program assesses outcomes around education for a new century (cultural beliefs and values), professional communication skills, global initiatives, research skills, speech, and writing skills.</p> <p>Students in COMM 2030: Basic Research Skills demonstrate knowledge of research design by applying research methods in research papers. The criterion for success is that 80% of students are evaluated at 80% or higher.</p> <p>In 2016-17, the criterion for success was met. N=33 students completed the assignment. 27 of 33 (81%) students scored an 80% or higher.</p> <p>Students were provided with additional instruction about conducting qualitative and quantitative research and the general formulation of a research article. Students wrote short answer critiques based on four research articles and then conducted and reported a literature review on administering quantitative surveys, administered a survey, wrote a report on the results of the survey and conducted qualitative interviews based on the findings of the survey. Based on analysis of 2016-2017 DE results DE section, the instructor provided additional materials on research terminology and conducting qualitative and quantitative research as well as providing additional instruction on the formulation of a research article.</p> <p>In 2017-2018, 65.6% (student 21 out of 32 students) achieved 80% of the assignment score (20 points out of 25 points) in the Fall 2017 DE section. In the Spring 2018 face-to-face section, 31 students (79.5% of n = 39) scored 80 percent or higher on the individual assignment. 38 students (97.4% of 39) scored 80 percent or higher on the group assignment. The criterion for success was met.</p>

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**In 2017-2018, during first and second year technique courses and the first year Introduction to Dance Studies course, faculty stressed the importance of the juries to students. Technique faculty gave students individual, explicit feedback during midterm and final exams during the fall courses to identify areas for improvement prior to the jury. Each student also had an individual end-of-semester conference with the entire faculty; first-year students have participated in one conference and second-year students have participated in three conferences prior to the February 2018 jury exam where they received feedback on areas of strength and areas to improve on. An elective dance conditioning course was offered in the spring semester to provide additional opportunities for students to develop and strengthen dance-specific physical skills.**

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Program name	Art (MFA)
Delivery mode	Face to Face, Online, and Off-Campus Instructional Site
Outcome being summarized	Oral Communication Skills: Students will demonstrate the ability to articulate and defend the relevance of their research and/or creativity activity through spoken communication.
Program level example	<p>The purpose of the Master of Fine Arts (MFA) in Art-Studio program is to combine international experience with a challenging, multidisciplinary curriculum and exhibition schedule that encourages an awareness of individual, social, and cultural issues in a safe and environmentally conscious setting. Additionally, these students will develop critical thinking, creativity, and leadership skills in the visual arts by sharing our research with our state, our nation and the world.</p> <p>The program assesses outcomes around professional disciplinary knowledge, written communication skills, teaching preparation, body of work, technological capability, and oral communication skills. In order to demonstrate the ability to articulate and defend the relevance of their research and/or creative activity through spoken communication, Art MFA students presented their creative activity and work in a formal presentation to faculty before the end of their second year of study in the MFA program. Through the annual presentation assignment, students' oral communication skills were evaluated using a rubric that included the following criteria for evaluations: organization, content: depth and accuracy, content: art and design context, research effort, use of visual aids, use of language/grammar/word choice, voice, eye contact, personal appearance, audience interaction/questions and answers, audience response, and length of presentation. The rubric used to measure the outcome uses a three-point score and is completed collaboratively by the committee. The criterion for success is that 80% of students will achieve an overall average score of 2 (Meet Expectations) or higher.</p> <p>In 2016-2017, 2 of 2 students (100%) achieved an average score of 2.1 or higher. However, many faculty members used the incorrect rubric to evaluate students. To respond to the incomplete data, the faculty planned to continue assessing with the MOA and to ensure the use of the correct rubric and appropriateness of the sample size. The actions planned were to have the Director of Graduate Programs share the rubric with the graduate students and the faculty at an early meeting each fall with a focus for students being on using the rubric as a means by which students' work would be rated so that the student work could be improved. When sharing the rubric with</p>

the faculty, the focus would be on sharing the correct forms and detailed instructions for use.

**In 2017-2018, the Graduate Program Director met with graduate students at the beginning of the semester to describe the procedure for the presentation of creative activity through formal oral presentation.** Students communicated the procedures to their faculty evaluators and provided them with the updated rubric. The criterion for success was met in 2017-2018 with 89% of students scoring 2 or higher. Although students did well overall, their weakest score were on the criteria of content: art and design context and content: depth and accuracy. The actions planned are for faculty to develop ways for integration of programming with professional practitioners and art+design organizations, develop collaborative programming with Joyner Library, and provide introduction of school-wide research discussion platform prior to final presentation.

Program name	Communication (MA) / Health Communication (Graduate Certificate)
Delivery mode	Face to Face and Online
Outcome being summarized	Concepts and Theories: Students should be able to apply, analyze, and evaluate theories of communication.
Program level example	<p>The purpose of the MA in Communication is to provide students with in-depth knowledge of communication while emphasizing both conceptual and applied information in health communication. This graduate program is delivered face-to-face and online and recently completed Academic Program Review, so this example includes information from both their annual assessment reports and self-study. The Master of Arts in Communication offers a concentration in health communication, and a 12-hour professional certificate in Health Communication.</p> <p>The program has learning outcomes that are assessed on a rotating basis in the graduate curriculum: Area of Specialty, Concepts and Theories, Health Advocacy, and Intercultural Communication in Health Contexts, Research Methods, and Media and Health Communication.</p> <p>Regarding the Concepts and Theories outcome, to improve students' ability to apply, analyze, and evaluate theories of communication, students complete a Master's comprehensive exam and a course-embedded assignment in COMM 6000: Communication Theory.</p> <p>For the comprehensive exam, students complete a 2-hour comprehensive exam on theory (one of 4 comprehensive exams on theory, methods, area of specialty). Students are asked to select a theory and address its strengths and weaknesses, how it might be tested, and/or results of studies that have employed the theory. Students are asked to compare and contrast two different theories. A common rubric is used by each member of the student's committee. The rubric is designed to help graduate faculty assess students' ability to write clearly and to apply theory to health communication contexts. The rubric is on a three-point scale of "outstanding," "satisfactory," and "unsatisfactory." An outstanding response (1) thoroughly addresses the major features and significance of theory (2) effectively synthesizes and/or applies the theory (3) demonstrates a superior understanding of theory and its role in communication research and/or practice. A satisfactory response is one that demonstrates a sound understanding of theory and appropriately synthesizes or applies it in context. An unsatisfactory response is lacking in theoretical understanding, is missing significant dimensions of a discussed theory, and/or</p>



misapplies or poorly synthesizes the theory in context. The Criterion for Success is defined as 80% of students scoring an 80% or higher ("satisfactory" or "outstanding" ratings) for their comprehensive exams. A course-embedded assignment is also used as a second means of assessment. In COMM 6000 Communication Theory, students choose a theory or paradigm and complete a literature review and critique on the chosen theory. The paper includes a literature review and a critique of the theory as well as a discussion of where we need to take the theory/research next. The Criterion for Success is defined as 80% of students earning B (80%) or above ratings for their term papers.

Regarding the comprehensive exam means of assessment, in **2015-2016, faculty teaching graduate level courses included academic writing assignments in order to strengthen student writing. In that academic year, students were given a take-home exam versus a face to face exam to allow students more time to organize their writing, use formal citation formatting and provide comprehensive knowledge of the literature.** 8 of 9 (88%), students successfully wrote the theory questions achieving a satisfactory (80%) or higher score, meeting the Criteria for Success. The learning outcome was re-assessed in 2017-2018. **The program reported that graduate faculty integrated additional research-based scholarly writing assignments, which required APA formatting and substantive research of the literature.** The criterion for success was not met. 11 students (73%) received a satisfactory or outstanding rating for the theory comprehensive exam with an 80% or higher.

Regarding the course-embedded means of assessment, in 2016-2017, the course in which data were collected for reporting was taught online for the first time. The online format required adjustments in the delivery methods and grading. **Students were required to choose a theory or paradigm and write a review of the literature, critique the chosen theory or paradigm and provide discussion of future implications for the theory. Also, students were given a take-home exam versus a face-to-face exam [to] allow students more time to organize their writing, and provide comprehensive knowledge of the literature.** 14 of 17 students (82%) scored an 80% or above on the final paper, meeting the criterion for success. **In 2017-2018, the program implemented its plan to provide sample papers for students to review as they worked on completing the final project since the technique had proven to be productive in both the face-to-face offering of the class and the online section. The instructor met with students several times or held**

	<p><b>phone/skype conferences with all students to discuss their research papers' progress and to provide corrective feedback on the earlier versions of their papers.</b> The criterion was met in 2017-2018 with 9 of 11 (81%) students scoring 80% or above on the final paper. In its Spring 2018 APR Self-Study, the unit reported that the assessment data shows that there is no significant difference between outcomes in DE and face-to-face designated courses in our graduate MA program or Health Communication Certificate program. The majority of these courses are taught online and the majority of the students who enroll in the MA program are DE students. Fewer than one third of students enrolling in the programs are face-to-face students.</p>
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