

General Education Assessment Fine Arts Action Plan 2023-24

Please interpret the findings and provide a specific action plan that can be implemented to improve or reinforce student learning as a result of the assessment process. The action plan should address the area(s) in need of improvement or reinforcement. The plan does not have to be limited to general education student learning but could include departmental initiatives designed to improve student success.

School of Art & Design

Part One: Results Discussion / Reflection

We are very pleased to see that our ART 1910 courses have been serving ECU's non-School of Art and Design majors so well by providing learning experiences that position students to do so well in achieving the General Education Fine Arts Student Learning Outcomes. To have the variety of qualitative and quantitative measures that we developed yield results that show students exceeding the criteria for success is rewarding!

We feel as though the ART 1910 courses have been significantly improved through the cycles of assessment in General Education heretofore. We have not carefully evaluated other courses in the School of Art and Design that serve non-School of Art and Design majors. We would like to pivot to other courses in our program for the next cycle of assessment.

Part Two: Action Plan

a. Pedagogical / Curriculum

Action Plan #1: Revise the Assessment Plan

We will move to an assessment plan centered on our studio-centered courses that are targeted to non-School of Art and Design majors. We have determined that the three courses we would like to target are: ART 1105, ART 1250, and ART 1827. We will be working with faculty responsible for teaching these classes to develop an assessment plan.

b. Student Support Services

n/a

c. Faculty Development

Action Plan #2: Faculty Training for the Assessment Plan

Angela Wells, Daniel Kariko, and Brian Culbertson will need to be included in developing the assessment plan for ART 1250 and ART 1827. Jim Tisnado and Lacey

Caldwell will need to be included in developing the assessment plan for ART 1105. These instructors have engaged in the School of Art and Design Curriculum Workshop, during the week of May 13-17, 2024. During this workshop, the instructors developed skills in designing assessment strategies for their courses.

d. Other Areas

Action Plan #3: Study Abroad Assessment Plan

We would like to develop assessment strategies to share with Italy Intensives director, Linda Darty, so that any sections of these courses that are offered for Study Abroad students in Italy can be included in the assessment plan.

School of Communication

Part One: Results Discussion / Reflection

The School of Communication gathered assessment results from 235 students for the GE Fine Arts Student Learning Outcomes. The criterion for success was set as at least 80% of students scoring 'Meets or Exceeds Expectation'. Overall, between the assessment of COMM 2020 and COMM 2410, the criterion for success was met for all three learning outcomes.

Students performed well on SLO1, with 96% of students meeting or exceeding expectations. Students performed well on SLO 2, with 97% of the students scoring 'Meets or Exceeds Expectation'. Lower scores were observed for SLO3, with 85% of the students scoring 'Meets or Exceeds Expectation'. Results on both SLO1 and SLO2 improved from the 2018-2019 assessment cycle. Results for SLO3, however, dropped 10%.

Overall, School of Communication students performed at a very high level regarding the SLOs listed below. The lowest score of 85% of students scoring "Meets or Exceeds" expectations on SLO3 is still 5% higher than the threshold for overall success. Two questions on the COMM 2020 final exam which fall under SLO 3 section appeared to have problematic wording. These questions can be either replaced or reworded to increase student success in this category. For ease, of understanding, I have listed the GE FA SLOs below.

The GE Fine Arts Outcomes include:

- SLO 1: Apply knowledge of the human condition in an area in the fine arts to convey meaning through creating, performing, producing, or responding within an artistic form.
- SLO 2: Analyze diverse genres, styles, and techniques in their appropriate cultural and historical context.

- SLO 3: Synthesize and relate discipline-specific knowledge in the fine arts through the artistic processes of creating, performing, producing, presenting or responding as applicable to cultural and personal growth.

Part Two: Action Plan

a. Pedagogical / Curriculum

Action Plan #1: Revise the Test Instruments

COMM 2020 faculty need to address the following highlighted questions on the COMM 2020 exam which are representative of SLO 3. Percentages indicate the number of students who answered the question correctly.

SLO3	The _____ sets the goals for the speech.	56%
	The slippery slope fallacy occurs when someone:	85%
	The statement of facts lets the speaker:	97%
	The _____ tells the audience exactly what the speaker will address.	99%
	The design principle that emphasizes a formal approach and seeks equal distribution of elements within a visual is:	91%
	The credibility an unknown speaker brings to the podium is:	96%
	Ronnie is writing a speech on the effectiveness of anti-bullying programs in schools. On her own, she is evaluating the relevance of the information. Ronnie is using which skill in speech making?	27%
	Objects, charts, graphs, and overheads are considered:	98%

These questions will be either replaced or reworded to increase student success in this category.

b. Faculty Development

Action Plan #2: Revise the Curriculum or Teaching Strategy

The decrease in performance for SLO 3 might be attributed to aspects related to pedagogy and curriculum. It would be beneficial for educators to critically examine the curriculum and teaching strategies associated with SLO 3, identifying potential gaps or areas for improvement. This could involve reassessing instructional methods, revisiting the alignment of course content with the specific learning outcome, and incorporating diverse teaching approaches to enhance

student understanding. Pedagogical adjustments, such as incorporating more interactive or practical components related to SLO 3, may contribute to a more comprehensive understanding by students. Faculty will examine the curriculum or the teaching strategy, as well as check the alignment of course contents with the outcomes.

c. Student Support Services

N/A

d. Other Areas

Action Plan #3: Gathering Student Feedback through Assignment

Gathering feedback from students regarding their experiences with SLO 3 and incorporating their perspectives into the evaluation process can offer valuable insights into areas that may require attention or improvement. In COMM 2410, Introduction to Public Speaking, SLO 3 could be addressed by implementing a “self-reflection” assignment concerning their speech delivery and performance.

In summary, addressing the decrease in performance for SLO 3 involves a multifaceted approach, encompassing pedagogical adjustments, faculty development initiatives, and consideration of other external factors influencing student outcomes. This holistic approach ensures a comprehensive evaluation and targeted improvements to enhance student success in the specified learning outcome.

School of Music

Part One: Results Discussion / Reflection

- The courses offered by the school of music are diverse and data collected represent the variety of ways in which artistic outcomes might be expressed.
- The review of syllabi was found to be the most problematic for the School of Music faculty, as the General Education Fine Arts outcomes were not always stated in every syllabus, and assessment alignment to objectives was not always clear.
- The data reported showed a lower percentage of students meeting or exceeding expectations on *SLO 1: Apply knowledge of the human condition in an area in the fine arts to convey meaning through creating, performing, producing, or responding within an artistic form*. Given that the data currently collected by IPAR includes few evaluations of performing to music (which is a good many courses in the SOM), this may explain the drop in percentage from one year to the next. It is difficult to demonstrate application of

knowledge on a written test if we are working on a musical form as an ensemble. This is a difficult assessment to capture.

Part Two: Action Plan

a. Pedagogical / Curriculum

Action Plan #1: Additional Curricular Offerings

There are no pedagogical or curricular changes being suggested from analysis of the data for 2023-2024. However, there are some curricular offerings in the works that might encourage general education engagement in music courses in the future. In the revision of our code, we are putting the onus of assessment into the work of the curriculum committee in the future to address the full spectrum of work that may need to be done in curriculum and assessment for the School of Music.

b. Student Support Services

Action Plan #2: Faculty Assistance to Graduate Students

No extra student support services currently needed. We do have graduate students helping with coursework, and will need to be guided appropriately by faculty. Faculty with graduate TAs teaching any classes will need to be responsible for guiding assessment work and assist graduate TAs with such.

c. Faculty Development

Action Plan #3: Faculty Assistance from Assessment Committee/Department Chair

We are reworking our code and committee structures, placing the work of assessment into the curricular structure. Faculty who teaches MUSC courses will need to meet with assessment coordinator in order to assist with syllabi language to assure compliance with GE outcomes. Faculty will be encouraged to adjust course content based on measured achievement data. The assessment coordinator/committee will meet with faculty to discuss and check course content assessment needs and changes.

Faculty teaching general education courses will be asked to send the FA outcome selected and the assessments tied to the outcome to both the department chair and the assessment coordinator to check for accuracy once the meetings have taken place. Faculty with graduate TAs teaching any classes will need to be responsible for guiding assessment work and assist graduate TAs with such.

d. Other Areas

N/A

School of Theatre & Dance

Part One: Results Discussion / Reflection

The overall findings seem to support clear levels of success in all three SLOs for both Theater and Dance general education courses within our unit. In particular, we noted that our level of success improved for all three SLOs (SLO 1 – 6%, SLO 2 – 11%, SLO 3 – 28%) from the last round of assessment in 2018-19. We also noted that the statistical degrees of success were consistent between face-to-face and online delivery methods which we attribute to a concerted effort to create more consistency in the curriculum and assessments in these courses in recent years. One point of variation we noticed was that there was a fairly significant difference in scores for SLO 1 between theater and dance general education courses (THEA 97%, DNCE 89%) which suggests steps should be taken in the DNCE 1000 courses to further address this learning outcome in the curriculum and related assessments.

The most notable points of consideration for our unit showed up in the section on “Itemized Analysis.” In this section we noted that there were six questions within assessments (4 for theater, 2 for dance) that received a significantly lower rate of correct answers. We feel this suggests more attention should be paid to the instruction on the related topics as well as the wording of the questions and correlating multiple choice answers in the assessment exams to ensure effective learning for students while reducing the potential for confusion in response to wording issues in exam assessments.

Finally, given the high rate of overall statistical success in both Theater and Dance assessments we feel it may be appropriate to review our assessment methods to determine if any changes should be made to provide additional degrees of challenge or demand. We want to make sure that students are learning effectively but also that they are being challenged appropriately in the assessment process to ensure long-term retention and meaningful engagement with the material throughout our general education offerings.

Part Two: Action Plan

a. Pedagogical / Curriculum

Action Plan #1: Revise the Curriculum and Assessment Instruments

As noted previously, the instructors for the DNCE 1000 course plan to review SLO 1 related curriculum to determine if any additional content or instructional time needs to be added to ensure greater success in student learning in this area. Additionally, the

instructors plan to review the SLO 1 related assessment methods (exam questions and other assignments) to make sure they are effective at addressing this learning outcome effectively. In this process, the instructors also plan to review the two questions listed in the Itemized Analysis to make sure the questions and related answers are worded correctly and that related settings were accurate in the exam delivery.

The instructors for THEA 1000 plan to review the questions and subject material of the 4 questions which received significantly lower correct responses. Instructors will work to diagnose the problems and work to remedy those issues to ensure greater success student learning in those areas. Additionally, instructors also plan to review the quizzes and exams to make the questions not only adequately cover the material but also provide a level of challenge appropriate for the course.

b. Student Support Services

N/A

c. Faculty Development

Action Plan #2: Faculty Discussions and Workshops

Dance instructors for the DNCE 1000 courses plan to review associated readings and digital media offerings within the courses with the intention of revising or updating the offerings with new options for the future. In this process, the faculty will be reading/reviewing various options and will meet to discuss their viability for the course moving forward.

Theatre Instructors for the THEA 1000 course plan to review the associated texts and digital media offerings within the courses with the intention of revising or updating the offerings with new options for the future. Our area has a significant turn over in faculty and the instructors for this course have change frequently. This process will allow the instructors to read and review multiple options for use in the course and allow new faculty to understand the legacy of the course while also bringing in their new perspectives.

d. Other Areas

Action Plan #3: Integration of Experiential Learning

The dance program faculty are planning to hold a series of meetings and development activities to refine the effectiveness of the DNCE 1000 general education courses overall. In this process, a comprehensive review of the syllabi, curriculum and assessment methods will be considered. The intention is to expand the range of experiential learning activities within the face-to-face and online courses while integrating potential new associated readings and digital media to bolster student learning in the three SLO areas. We intend to complete the initial stages of the process within the next academic year with the full process taking 1-2 additional years to achieve consistent implementation in all DNCE 1000 course sections.