

Spring 2017
Core Curriculum Assessment Report

of

Knowledge 2 - Arts and Humanities

from the

Fine Arts

Core Curricular Area



submitted by

Floyd Martin

on behalf of the

Fine Arts

Core Area Assessment Committee

Methods

How was student work (artifacts) collected for assessment?

ARHA2305, Introduction to Visual Arts

Each instructor was asked to provide three samples of the following from each section taught:

- Answers to the multiple choice questions (Knowledge 2.1)
- Copies of formal analysis papers (Knowledge 2.2)

MUHA2305, Introduction to Music

Essay questions from final exams (from all students from all sections taught) were collected.

THEA2305, Introduction to Theatre & Dance

A random sampling of production critique papers were collected from one face-to-face section and one on-line section.

MCOM 2306 Introduction to Motion Pictures

Final exams were randomly selected from students who took the exam from one face-to-face section and one on-line section.

What type of artifacts were collected?

ARHA2305, Introduction to Visual Arts

To assess Knowledge 2.1, four test questions were collected. The questions are described in the document Core Assessment for ARHA 2305 Introduction to Visual Arts, Fall 2016.

There was one question per objective:

- Artistic Periods, Genres & Movements
- Exemplary Artists
- Important Artistic Works
- Global/Cultural Heritage of the Arts

To assess Knowledge 2.2, a formal analysis paper was collected. Typically this was an assignment to write about one work of art at the Arkansas Arts Center or UALR Galleries, so each paper was about something different. The rubric for assessment covered the four objectives:

- Evaluation of the Arts
- Elements of the Arts
- Process of Making
- Evaluation of Art Works

MUHA2305, Introduction to Music

A common essay question from all students in all sections was used. The question was:

Essay: Listen to "See You Again" by Wiz Khalifa (feat. Chralie Puth), and describe what you hear as follows:

- Listen to the example provided.
- In one paragraph, describe the musical elements (i.e. rhythm, melody, harmony, etc.) you heard during the first section of the song
- In a second paragraph, describe the musical elements (i.e. rhythm, melody, harmony, etc.) of the second section of the song.
- In the third paragraph, describe how one of the three techniques of form is used between the sections.

THEA2305, Introduction to Theatre & Dance

A common assignment from Fall 2016 classes was a production critique of UALR production of The Learned Ladies, a 3-page evaluation of a live performance experience. The faculty member conducting assessment made no attempt to synthesize the assignment across sections prior to collection, determining instead to use the process to evaluate whether or not the objectives developed for Fine & Performing Arts were being measured in the single assignment. During the pilot period, test questions had been used and were sufficient to determine the efficacy of the objectives being measured. However, tests are not common to all sections of the course, and so, a common assignment was used instead.

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The complete final exam had various types of questions:

- Short answers
- Multiple choice
- Short Essay

- Long Essay

How were the artifacts sampled for assessment?

ARHA2305, Introduction to Visual Arts

The three samples were to be material from the 2nd, 6th and last student on the class roster of every section (total of 24 question sets and essays). Permission was given to provide the work of an adjacent student on the roster in cases where work was not turned in. One instructor forgot to make copies of papers for one section. One paper copy was incomplete.

MUHA2305, Introduction to Music

Using a random number generator, a full-time faculty member took every third exam of the group until 40 were collected.

THEA2305, Introduction to Theatre & Dance

Enrollment for THEA 2305 in the fall of 2016 was 103 students. The sections selected for assessment represented nearly 50% of the total enrollment (50 students). 15 artifacts were randomly selected from a pool of 28 artifacts (7 from online and 8 from face to face), representing 30% of the enrollment for each section.

MCOM 2306 Introduction to Motion Pictures

The "blue books" turned in for the face-to-face class final exams, and printouts of exams turned in from the on-line class were set up, and selections were pulled from them at random. If we had selected from all students enrolled rather than just those who turned in exams, we would have many more in the "Absent" category. The on-line class had 35 and the face-to-face had 24 students who completed the exams. Fifteen artifacts were randomly pulled from each pile representing 58% for the face-to-face and 43% for on-line.

How were the artifacts scored?

ARHA2305, Introduction to Visual Arts

One full-time art history faculty member evaluated the multiple choice questions. If the question was correct, it was ranked "Advanced." Two of the answers were partially correct. If

either of those answers was marked, it was ranked “Novice.” One answer was entirely wrong; if chosen, it was marked as “1” or not shown. There were no answers where the student did not at least try. Notice the ranking “Proficient” was not used, since the rubric had more distinctions than the test answers; this suggests a problem in matching this rubric to this set of questions.

The two full-time art history faculty evaluated the papers, according to the rubric Evaluation Sheet for Knowledge 2.2. Both faculty members read and discussed all papers.

MUHA2305, Introduction to Music

One faculty member assessed the essays according to the rubrics developed for Knowledge 1.2

THEA2305, Introduction to Theatre & Dance

One faculty member assessed the essays according to the rubrics developed for Knowledge 1.1 and 1.2.

MCOM 2306 Introduction to Motion Pictures

One faculty member assessed the exams according to the rubrics developed for Knowledge 1.1 and 1.2.

How was reliability in scoring determined and ensured?

ARHA2305, Introduction to Visual Arts

One full-time art history faculty member evaluated the multiple choice questions. Two faculty members read and discussed all essay papers.

MUHA2305, Introduction to Music

One faculty member assessed the essays.

THEA2305, Introduction to Theatre & Dance

One faculty member assessed the essays.

MCOM 2306 Introduction to Motion Pictures

One faculty member assessed the exams.

Reflection

What was learned from the assessment results?

ARHA2305, Introduction to Visual Arts

Most students got all the test questions correct (Knowledge 2.1), which suggests some basic “objective” knowledge is being learned. But as noted above the rubric doesn’t quite fit; we had to omit the “proficient” (middle) category entirely. In future we need a different rubric, or an entirely different way to assess.

The evaluation of the essays (Knowledge 2.2) was better in terms of the rubric, though the “Evolution of the Arts” was not an easy concept to evaluate in that the point of the paper was a single, usually recent, object. The average score was 11, meaning slightly under a proficient level. This is an acceptable level, though having an average score of 12 would be better.

MUHA2305, Introduction to Music

The assessment results indicated that most of the elements rated were consistent with the normal distribution of data. The bell curve was present in most responses, which may support accurate assessments. Few outliers were present.

THEA2305, Introduction to Theatre & Dance

While faculty believe that the production critique is the best artifact for assessing THEA 2305, assessing all eight of the current rubric objectives for Knowledge (2.1 and 2.2) is not possible in one assignment without significantly tailoring the prompt for the assignment. The assignment given should more specifically articulate and require more content-based information if this it remains our primary artifact.

For a few stated objectives on the rubric, there was a disproportionate number of “0” rankings. This was due to the fact that neither assignment prompt specifically asked for this information.

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- People who do the work in on-line classes tend to be more self-motivated, so the marks are higher. However, the online class had a higher percentage of people who drop out, or didn't turn in their final.
- If we were to select from all students rather than just those who turned in exams, we

would have a lot more in the "Absent." section. The online class had more people who did no work and did not drop the class or respond to numerous emails.

- As compared to the face-to-face section, where almost all the students were first-years, there were a small number of older students who excelled in the on-line section. This accounts for the slightly larger "advanced" scores.
- The on-line section had an open book final, so it might be expected scores were higher there than in the face-to-face section, which had a more traditional in-class final exam, without a book or notes. The on-line section had few very bad answers, whereas the face-to-face section has more "proficient" and "novice" scores.
- Students in the on-line section could work at their own pace, so there are instances where students may have either forgotten to answer a question entirely, or turned it in in haste, causing a higher proportion of "not met" scores.

Continuous Improvement

What changes will be made based upon the assessment results?

ARHA2305, Introduction to Visual Arts

Instructors will be urged to emphasize more what goes into a good formal analysis paper, especially the basic elements of art and principles of design.

MUHA2305, Introduction to Music

There are no recommendations for changes based on the assessment.

THEA2305, Introduction to Theatre & Dance

There will be departmental conversations about the most useful artifact to collect for assessment purposes. There will also be faculty conversations about refining and deepening the kinds of information that we seek from students who evaluate production experiences in writing so that we may meet objectives reflected in Knowledge 2.1 and 2.2. While we wish to take care in not creating assignments for assessment, we do believe that the assignment guiding evaluative papers should contain more specificity. In terms of ensuring reliability in scoring artifacts, we will include a second full-time faculty member who teaches the core course for the next assessment period. Currently, not a single full-time faculty member has ever participated in a formal core assessment process, so there is certainly a learning curve as we implement standard assessment processes.

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There are current no plans to change the curriculum. However, it is anticipated that enrollment in this course may increase, and it is important to use identical course textbooks in both modalities.

Feedback

What changes are recommended for Core assessment?

Whole curricular area

We need clarity on how to use the "1" unmet category and the "0" category in assessing. Each area is using these scoring categories differently.

Objectives need review, in particular:

- consideration of combining Knowledge 2.1, Objective 1, Artistic Periods, Genres, and Movements, and Objective 2, Exemplary Artists
- better defining Knowledge 2.2, Objective 1, Evolution of the Arts

ARHA2305, Introduction to Visual Arts

Consider some other way to assess Knowledge 2.1. The rubric doesn't fit entirely, and the information gained is not particularly informative.

MUHA2305, Introduction to Music and THEA2305, Introduction to Theatre & Dance

There are no recommendations for changes other than ones listed under "Whole Curricular Area" above.

MCOM 2306 Introduction to Motion Pictures

The School of Mass Communication is exploring the adoption of Blackboard Outcomes for program assessment, and it is our hope that we can use Outcomes to streamline the Fine Arts assessment process.

Comments

Other comments?

All syllabi in all four areas contain the learning objectives for the core.

END OF REPORT