

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Arts Gen Ed Goal

As of: 12/08/2016 10:35 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Goals

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#### **G 1: Overall Arts Gen Ed Goal**

Recognize basic components of, or create a particular art form and understand the art form in the context of its creation, or in the relationship of its basic components to the whole.

#### **G 2: Academic Overview Course Goals**

1. Students will recognize the structural components of the art form at an introductory level.
2. Students will identify the stylistic, cultural, or historical origins of particular works of art.

#### **G 3: Applied Courses**

1. Students will gain basic skill in creating art using the basic components of the art form.
2. Students will critique created works of art with respect to components, structure and aesthetic impact.

#### **G 4: Theoretical Courses**

1. Students will gain introductory understanding of the basic components of the art form.
2. Students will understand how the basic components of the art form operate together.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: Academic Overview Courses, 1.A.**

- 1.A. Student will be able to identify structural components in studied works.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

- 4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

#### Related Measures

##### **M 1: Standard Test**

The first four multiple choice questions in the learning assessment tool (ten multiple choice questions in all) pertain to learning objective 1.A. These questions may all refer to a single work studied in the course, or each question may refer to a separate work studied in the course, or a combination of these two approaches may be used.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

[2015.05 Academic Overview Weave Data](#)

[2015.05 Summary and Action Plans](#)

**Target:**

70% correct

**Finding (2015-2016) - Target: Met**

**Outcome 1A: 78.21%**

**ACADEMIC OVERVIEW COURSES: 2015-16 cycle**

MEASURES and FINDINGS: DSGN121 Hybrid, MUS105, MUS108, MUS364, THEA161, THEA161 online, VIAR120, VIAR121

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:** Theoretical Courses, 1.A.

| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

**Further Data Analysis**

Study data in 2012-2013 by segregating/comparing results both semesters for: a. Significant differences in results based on different timings in administration of assessment among several sections of one course; b. Circumstance of assessment administration: lecture style class, administered in class; online class, administered in proctored environment; online class, administered in unproctored environment.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** We will organize these ways of collecting data when all the Arts Gen Ed faculty meet on August 17, 2012. The CoA SACS coordinator will design the data framework before that date. The CoA Gen Ed Committee member from each unit will be responsible for guiding the instructors in data collection as the semester progresses, and will report data to the SACS coordinator for CoA.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### **Improve Grading/Delivery System for Academic Overview Course Assessment**

Streamline and make uniform the delivery and grading systems for the Arts Gen Ed academic overview course assessments. a. Complete the examination and recommendation process for new test scanners for Angelle and Fletcher. b. Improve the collection of data in each course.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** May 2012: Testing trial scanner from Apperson. July 2012: Purchase of two scanners (one for Fletcher, one for Angelle). Fall, 2012: Streamlining process of collecting data. moved to "Finished" on 28 April 2015. The Apperson Scanners have been obtained and in use for at least 2 years (as long as the current WAVE administer, M.McClure has been in place) This Action Plan should have been moved to 'Finished' earlier.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** a. MUS300 coordinator and CoA SACS coordinator. b. CoA Gen Ed Committee

**Additional Resources:** special funding through CoA

**Budget Amount Requested:** \$3,400.00 (recurring)

### **Pedagogical Enhancements for Music Memory**

Examine MUS300 for pedagogical enhancements to assist students' music memory.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** MUS300 instructors will discuss methods for improving general students' music memory for select listening examples. This Action plan has been achieved. We have examined MUS300, now MUS105. This action resulted in the Action Plan titled 'Adjustment to Test Questions'. That action plan in turn has been

completed with the introduction of new questions that better align the course content with the assessment tools.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** All instructors of MUS300, led by CoA Gen Ed Committee member Garth Alper.

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### **Technology/Facilities Improvement Plan**

A variety of deficiencies in technology and facilities are obstacles to student learning. A detailed action plan addressing these deficiencies and a timeline for addressing them will be developed by the CoA Leadership Team.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** his Action Plan is being moved to 'Finished' although it has simply morphed into a larger action plan for the entire college and university. This action plan, along with other concerns has led to a continued effort to establish technology deficiencies within the entire college. At this point there is reasonable technological support to complete the Arts Gen Ed courses. We will, of course, continue to strive for more.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA SACS coordinator and CoA Leadership Team

**Additional Resources:** funding TBA

**Budget Amount Requested:** \$0.00 (no request)

### **Adjustment of Learning Outcomes Language**

After collection and review of two cycles worth of data, Music courses still appear to have a significantly lower success rate on Outcome 1 than other areas. This has been an on-going issue, and after significant discussion among the faculty involved in all areas of GenEd assessment, it has been suggested that the current language of the Learning Outcomes, specifically the language related to "studied works" needs an adjustment. Many faculty felt that the inclusion of this language forced them into a "work-around" in which their course content and how it was presented and what students were asked to test their knowledge was out of alignment with the overall purpose of the course. A suggestion was made to adjust the language from "studied work"

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

**Implementation Description:** The Learning Outcome language has been adjusted. This Action Plan was also inadvertently copied multiple times. The duplicate action plans will be moved to 'terminated' status.

### **Adjustment to Test Questions**

In meeting with faculty who administer the GenEd assessment tests, there was a strong desire to rework questions to create better alignment with the Outcomes and entry-level nature of the courses. Currently, faculty have not been able to reference a particular work of art (visual art, music, design, etc) when asking students to answer questions about that art form. Many faculty members feel that this requires a two-fold (and more advanced) knowledge of the art form: student must identify the work and then answer a question about that work, instead of referencing the work in the question and then asking students to demonstrate knowledge about that work. Faculty would like to adjust the questions to allow works/components/etc to be cited in the assessment test questions in order to bring the questions into better alignment with the introductory nature of the courses. This would need to be completed with input from the teachign faculty as well as from Dr. Carson to ensure that changes made to the questions would not invalidate the assessment process or tool.

**Established in Cycle:** 2012-2013

**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

**Implementation Description:** GenEd Arts committee would meet to clear this proposed change with Dr. Carson, then area faculty would be asked to rework the problematic questions and resubmit them to the committee for approval.

**Responsible Person/Group:** GenEd Arts committee with input from Dr. Paula Carson and College of the Arts teaching faculty

**Additional Resources:** Time

### **Monitor and Review developments in assessment tools and outcomes**

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

2015-16 Cycle: Performing Arts made these adjustments.

The assessment mechanism for THEA 161 has been solidified. There have been some adjustments to the rubric questions for DANC 113 and 114 that make small adjustments to the wording to make the rubric more fine-tuned for those two classes, but none of the adjustments make a significant change to the underlying goals/outcomes of the assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

### **Review and Refinement of Targets**

The 2014.05 are the first set of Data where all Objectives have met the set goals for Academic Overview Courses. The faculty will discuss the adjustment of goals, the monitoring of goals and trends as more data sets are collected.

2015-16 notes:

Add Note: The 2016 data indicates that all targets were met. The Arts Gen Ed Committee continues to discuss the revision and raising of Target Goals. The vote was to leave the Goals at their present state until they are met consistently. See the related new 2016-17 Action Plan: Experimental 'unknown example' to test the rigor of our MEASURES:

Theatre and Dance will continue to assess using the current targets. Since we have just arrived a point where assessment goals were met across the board, it seems like we should gather at least one more cycle of data before making adjustments to the targets

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Immediate Response Assessment Tools**

#### **Immediate Response Assessment Tools**

The faculty will employ 'immediate student response' tools in their courses. This could include 'clickers', immediate response quizzes online, pop quizzes in class, or other methods. The goal is to increase the student's awareness and to better direct their learning to the course objectives.

2014-15 the faculty experimented with 'Immediate Response Tools' such as in class quiz or 'clickers'. Although we cannot attribute the success to Immediate Response Tools, we did meet all of our targets and goals for the first time in the 2015-16 cycle. Below is a specific response from the Design Department: Design Faculty, Immediate Response Assessment



tool Faculty implemented iclicker in FA15 in DSGN121. The problem was that the technology in the space is not well suited to the task.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

## **New Faculty Development**

### **New Faculty Development**

The Arts Gen Ed Committee reported High Faculty turnover in the Arts Gen Ed courses. VIAR Gen Ed faculty will be completely new next year. DSGN Gen Ed acquired new faculty in this cycle, and PFAR Gen Ed Faculty has had considerable turnover in this cycle. These representatives will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

2016 notes:

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

## **Experimental 'unknown example' to test the rigor of our MEASURES:**

After two cycles of very good assessment, the Arts Gen Ed faculty continue to discuss the benefits of either raising our Targets or increasing the rigor of the Measures. At this time, the faculty has decided to leave the Targets and Measures at their current state. In order to gather data on increasing the rigor of the Measures, both Music and Visual Arts will administer an '11<sup>th</sup> Question' that is not currently a Measure, but we are considering adopting. This experiment of using an \*\*unknown example\*\* for one additional question on the assessment to see what the feasibility of it is going forward. The idea is to see whether students can apply the knowledge they've gained from

studied examples to pieces that they have never studied before. The results from this experiment will not be part of the official assessment results at this time.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.  
**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.  
**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **Variation of examples used in testing**

MUS: Individual instructors will be offered the option (after consulting with the resident musicologist, Dr. Kulp) to swap out one musical example for another in cases where the new example would serve the same purpose. The testing instrument will be otherwise unchanged. We hope that this flexibility will allow teachers to focus on the examples they're most comfortable with in their classroom teaching.

VIAR will keep the existing questions largely the same but will likely have to make a few images changes to match those reproduced in the new textbook.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **VIAR Adoption of new textbook**

First, both in fall and spring, we will slightly adjust our current questions for Survey 1 and Survey 2 to reflect the new textbook we are adopting this year for those two classes - Janson's art history.



**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**SLO 2: Academic Overview Courses, 2.A.**

2.A. Student will recall at least three important characteristics of a studied work.

**Relevant Associations:**

**General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

**Related Measures**

**M 2: Standard Test**

Three multiple choice questions are included in the learning assessment tool (ten multiple choice questions in all; numbers 5-7 pertain to this objective) which measure learning objective 2.A. These questions will all pertain to a single work studied in the course.

Source of Evidence: Standardized test of subject matter knowledge

**Connected Documents**

[2015.05 Academic Overview Weave Data](#)  
[2015.05 Summary and Action Plans](#)

**Target:**

70% correct

**Finding (2015-2016) - Target: Met**

**Outcome 2A: 83.36%**

**ACADEMIC OVERVIEW COURSES: 2015-16 cycle**

MEASURES and FINDINGS: DSGN121 Hybrid, MUS105, MUS108, MUS364, THEA161, THEA161 online, VIAR120, VIAR121

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:** Theoretical Courses, 1.A.  
| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

### Further Data Analysis

Study data in 2012-2013 by segregating/comparing results both semesters for: a. Significant differences in results based on different timings in administration of assessment among several sections of one course; b. Circumstance of assessment administration: lecture style class, administered in class; online class, administered in proctored environment; online class, administered in unproctored environment.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

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**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** We will organize these ways of collecting data when all the Arts Gen Ed faculty meet on August 17, 2012. The CoA SACS coordinator will design the data framework before that date. The CoA Gen Ed Committee member from each unit will be responsible for guiding the instructors in data collection as the semester progresses, and will report data to the SACS coordinator for CoA.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### Improve Grading/Delivery System for Academic Overview Course Assessment

Streamline and make uniform the delivery and grading systems for the Arts Gen Ed academic overview course assessments. a. Complete the examination and recommendation process for new test scanners for Angelle and Fletcher. b. Improve the collection of data in each course.

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**Implementation Status:** Finished

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**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

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**Implementation Description:** May 2012: Testing trial scanner from Apperson. July 2012: Purchase of two scanners (one for Fletcher, one for Angelle). Fall, 2012: Streamlining process of collecting data. moved to "Finished" on 28 April 2015. The Apperson Scanners have been obtained and in use for at least 2 years (as long as the current WAVE administer, M.McClure has been in place) This Action Plan should have been moved to 'Finished' earlier.

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**Responsible Person/Group:** a. MUS300 coordinator and CoA SACS coordinator. b. CoA Gen Ed Committee

**Additional Resources:** special funding through CoA

**Budget Amount Requested:** \$3,400.00 (recurring)

### **Pedagogical Enhancements for Music Memory**

Examine MUS300 for pedagogical enhancements to assist students' music memory.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** MUS300 instructors will discuss methods for improving general students' music memory for select listening examples. This Action plan has been achieved. We have examined MUS300, now MUS105. This action resulted in the Action Plan titled 'Adjustment to Test Questions'. That action plan in turn has been completed with the introduction of new questions that better align the course content with the assessment tools.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** All instructors of MUS300, led by CoA Gen Ed Committee member Garth Alper.

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### **Technology/Facilities Improvement Plan**

A variety of deficiencies in technology and facilities are obstacles to student learning. A detailed action plan addressing these deficiencies and a timeline for addressing them will be developed by the CoA Leadership Team.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

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**Implementation Description:** his Action Plan is being moved to 'Finished' although is has simply morphed into a larger action plan for the entire college and university. This action plan, along with other concerns has led to a continued effort to establish technology deficiencies within the entire college. At this point there are reasonable technological support to complete the Arts Gen Ed courses. We will, of course, continue to strive for more.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA SACS coordinator and CoA Leadership Team

**Additional Resources:** funding TBA

**Budget Amount Requested:** \$0.00 (no request)

### **Adjustment of Learning Outcomes Language**

After collection and review of two cycles worth of data, Music courses still appear to have a significantly lower success rate on Outcome 2 than other areas. This has been an on-going issue, and after significant discussion among the faculty involved in all areas of GenEd assessment, it has been suggested that the current language of the Learning Outcomes, specifically the language related to "studied works" needs an adjustment. Many faculty felt that the inclusion of this language forced them into a "work-around" in which their course content and how it was presented and what students were asked to test their knowledge was out of alignment with the overall purpose of the course. A suggestion was made to adjust the language from "studied work" to "artistic works/traditions/practices or processes" to accommodate the broad range of art forms included in the Arts General education survey courses.

**Established in Cycle:** 2012-2013

**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 2.A.

**Implementation Description:** Arts GenEd committee should meet to discuss changes and receive input from Dr. Carson to ensure that changes will not create a flaw in the assessment mechanism

**Responsible Person/Group:** Arts Gen/Ed committee with advisement from Dr. Paula Carson

**Additional Resources:** Time

### **Adjustment to Test Questions**

In meeting with faculty who administer the GenEd assessment tests, there was a strong desire to rework questions to create better alignment with the Outcomes and entry-level nature of the courses. Currently, faculty have not been able to reference a particular work of art (visual art, music, design, etc) when asking students to answer questions about that art form. Many faculty members feel that this requires a two-fold (and more advanced) knowledge of the art form: student must identify the work and then answer a question about that work, instead of referencing the work in the question and then asking students to demonstrate knowledge about that work. Faculty would like to adjust the questions to allow works/components/etc to be cited in the assessment test questions in order to bring the questions into better alignment with the introductory nature of the courses. This would need to be completed with input from the teachign faculty as well as from Dr. Carson to ensure that changes made to the questions would not invalidate the assessment process or tool.

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**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 2.A.

**Monitor and Review developments in assessment tools and outcomes**

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

2015-16 Cycle: Performing Arts made these adjustments.

The assessment mechanism for THEA 161 has been solidified. There have been some adjustments to the rubric questions for DANC 113 and 114 that make small adjustments to the wording to make the rubric more fine-tuned for those two classes, but none of the adjustments make a significant change to the underlying goals/outcomes of the assessment.

**Established in Cycle:** 2013-2014

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**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

### **Review and Refinement of Targets**

The 2014.05 are the first set of Data where all Objectives have met the set goals for Academic Overview Courses. The faculty will discuss the adjustment of goals, the monitoring of goals and trends as more data sets are collected.

2015-16 notes:

Add Note: The 2016 data indicates that all targets were met. The Arts Gen Ed Committee continues to discuss the revision and raising of Target Goals. The vote was to leave the Goals at their present state until they are met consistently. See the related new 2016-17 Action Plan: Experimental 'unknown example' to test the rigor of our MEASURES:

Theatre and Dance will continue to assess using the current targets. Since we have just arrived a point where assessment goals were met

across the board, it seems like we should gather at least one more cycle of data before making adjustments to the targets

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Immediate Response Assessment Tools**

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The faculty will employ 'immediate student response' tools in their courses. This could include 'clickers', immediate response quizzes online, pop quizzes in class, or other methods. The goal is to increase the student's awareness and to better direct their learning to the course objectives.

2014-15 the faculty experimented with 'Immediate Response Tools' such as in class quiz or 'clickers'. Although we cannot attribute the success to Immediate Response Tools, we did meet all of our targets and goals for the first time in the 2015-16 cycle. Below is a specific response from the Design Department: Design Faculty, Immediate Response Assessment tool Faculty implemented iclicker in FA15 in DSGN121. The problem was that the technology in the space is not well suited to the task.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.  
**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.  
**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
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### **New Faculty Development**

#### **New Faculty Development**

The Arts Gen Ed Committee reported High Faculty turnover in the Arts Gen Ed courses. VIAR Gen Ed faculty will be completely new next year. DSGN Gen Ed acquired new faculty in this cycle, and PFAR Gen Ed Faculty has had considerable turnover in this cycle. These representatives will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

2016 notes:

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to



the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

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**Implementation Status:** In-Progress

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**Relationships (Measure | Outcome/Objective):**

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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **Experimental 'unknown example' to test the rigor of our MEASURES:**

After two cycles of very good assessment, the Arts Gen Ed faculty continue to discuss the benefits of either raising our Targets or increasing the rigor of the Measures. At this time, the faculty has decided to leave the Targets and Measures at their current state. In order to gather data on increasing the rigor of the Measures, both Music and Visual Arts will administer an '11<sup>th</sup> Question' that is not currently a Measure, but we are considering adopting. This experiment of using an **\*\*unknown example\*\*** for one additional question on the assessment to see what the feasibility of it is going forward. The idea is to see whether students can apply the knowledge they've gained from studied examples to pieces that they have never studied before. The results from this experiment will not be part of the official assessment results at this time.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### Variation of examples used in testing

MUS: Individual instructors will be offered the option (after consulting with the resident musicologist, Dr. Kulp) to swap out one musical example for another in cases where the new example would serve the same purpose. The testing instrument will be otherwise unchanged. We hope that this flexibility will allow teachers to focus on the examples they're most comfortable with in their classroom teaching.

VIAR will keep the existing questions largely the same but will likely have to make a few images changes to match those reproduced in the new textbook.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### VIAR Adoption of new textbook

First, both in fall and spring, we will slightly adjust our current questions for Survey 1 and Survey 2 to reflect the new textbook we are adopting this year for those two classes - Janson's art history.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### SLO 3: Academic Overview Courses, 2.B.

2.B. Student will place correctly into stylistic or historical categories a core group of art works or components of art works that have been studied.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

#### Related Measures

##### **M 3: Standard Test**

Three multiple choice questions are included in the learning assessment tool (ten multiple choice questions in all; number 8-10 pertain to this objective) measuring this learning objective. Each question will pertain to a different work studied in the course.

Source of Evidence: Standardized test of subject matter knowledge

##### **Connected Documents**

[2015.05 Academic Overview Weave Data](#)  
[2015.05 Summary and Action Plans](#)

**Target:**

70% correct

**Finding (2015-2016) - Target: Met**

**Outcome 2B: 82.86%**

**ACADEMIC OVERVIEW COURSES: 2015-16 cycle**

MEASURES and FINDINGS: DSGN121 Hybrid, MUS105, MUS108, MUS364, THEA161, THEA161 online, VIAR120, VIAR121

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:** Theoretical Courses, 1.A.  
| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

**Further Data Analysis**

Study data in 2012-2013 by segregating/comparing results both semesters for: a. Significant differences in results based on different timings in administration of assessment among several sections of one course; b. Circumstance of assessment administration: lecture style class, administered in class; online class, administered in proctored environment; online class, administered in unproctored environment.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** We will organize these ways of collecting data when all the Arts Gen Ed faculty meet on August 17, 2012. The CoA SACS coordinator will design the data framework before that date. The CoA Gen Ed Committee member from each unit will be responsible for guiding the instructors in data collection as the semester progresses, and will report data to the SACS coordinator for CoA.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### **Improve Grading/Delivery System for Academic Overview Course Assessment**

Streamline and make uniform the delivery and grading systems for the Arts Gen Ed academic overview course assessments. a. Complete the examination and recommendation process for new test scanners for Angelle and Fletcher. b. Improve the collection of data in each course.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** May 2012: Testing trial scanner from Apperson. July 2012: Purchase of two scanners (one for Fletcher, one for Angelle). Fall, 2012: Streamlining process of collecting data. moved to "Finished" on 28 April 2015. The Apperson Scanners have been obtained and in use for at least 2 years (as long as the current WAVE administer, M.McClure has been in place) This Action Plan should have been moved to 'Finished' earlier.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** a. MUS300 coordinator and CoA SACS coordinator. b. CoA Gen Ed Committee

**Additional Resources:** special funding through CoA

**Budget Amount Requested:** \$3,400.00 (recurring)

### **Pedagogical Enhancements for Music Memory**

Examine MUS300 for pedagogical enhancements to assist students' music memory.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** MUS300 instructors will discuss methods for improving general students' music memory for select listening examples. This Action plan has been achieved. We have examined MUS300, now MUS105. This action resulted in the Action Plan titled 'Adjustment to Test Questions'. That action plan in turn has been

completed with the introduction of new questions that better align the course content with the assessment tools.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** All instructors of MUS300, led by CoA Gen Ed Committee member Garth Alper.

**Additional Resources:** time only

**Budget Amount Requested:** \$0.00 (no request)

### **Technology/Facilities Improvement Plan**

A variety of deficiencies in technology and facilities are obstacles to student learning. A detailed action plan addressing these deficiencies and a timeline for addressing them will be developed by the CoA Leadership Team.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** his Action Plan is being moved to 'Finished' although it has simply morphed into a larger action plan for the entire college and university. This action plan, along with other concerns has led to a continued effort to establish technology deficiencies within the entire college. At this point there is reasonable technological support to complete the Arts Gen Ed courses. We will, of course, continue to strive for more.

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** CoA SACS coordinator and CoA Leadership Team

**Additional Resources:** funding TBA

**Budget Amount Requested:** \$0.00 (no request)

### **Adjustment of Learning Outcomes Language**

After collection and review of two cycles worth of data, Music courses still appear to have a significantly lower success rate on Outcome 3 than other areas. This has been an on-going issue, and after significant discussion among the faculty involved in all areas of GenEd assessment, it has been suggested that the current language of the Learning Outcomes, specifically the language related to "studied works" needs an adjustment. Many faculty felt that the inclusion of this language forced them into a "work-around" in which their course content and how it was presented and what students were asked to test their knowledge was out of alignment with the overall purpose of the course. A suggestion was made to adjust the language from "studied work" to "artistic works/traditions/practices or processes" to accommodate the broad range of art forms included in the Arts General education survey courses.

**Established in Cycle:** 2012-2013

**Implementation Status:** Terminated

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee with advisement from Dr. Paula Carson

**Additional Resources:** Time

## Adjustment to Test Questions

In meeting with faculty who administer the GenEd assessment tests, there was a strong desire to rework questions to create better alignment with the Outcomes and entry-level nature of the courses. Currently, faculty have not been able to reference a particular work of art (visual art, music, design, etc) when asking students to answer questions about that art form. Many faculty members feel that this requires a two-fold (and more advanced) knowledge of the art form: student must identify the work and then answer a question about that work, instead of referencing the work in the question and then asking students to demonstrate knowledge about that work. Faculty would like to adjust the questions to allow works/components/etc to be cited in the assessment test questions in order to bring the questions into better alignment with the introductory nature of the courses. This would need to be completed with input from the teaching faculty as well as from Dr. Carson to ensure that changes made to the questions would not invalidate the assessment process or tool.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 2.B.

**Implementation Description:** The test questions have been adjusted. This Action Plan was copied. The duplicates will be moved to 'Terminated' status.

## Monitor and Review developments in assessment tools and outcomes

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

2015-16 Cycle: Performing Arts made these adjustments.

The assessment mechanism for THEA 161 has been solidified. There have been some adjustments to the rubric questions for DANC 113 and 114 that make small adjustments to the wording to make the rubric more fine-tuned for those two classes, but none of the adjustments make a significant change to the underlying goals/outcomes of the assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

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2015-16 notes:

Add Note: The 2016 data indicates that all targets were met. The Arts Gen Ed Committee continues to discuss the revision and raising of Target Goals. The vote was to leave the Goals at their present state until they are met consistently. See the related new 2016-17 Action Plan: Experimental 'unknown example' to test the rigor of our MEASURES:

Theatre and Dance will continue to assess using the current targets. Since we have just arrived a point where assessment goals were met across the board, it seems like we should gather at least one more cycle of data before making adjustments to the targets

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## **New Faculty Development**

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After two cycles of very good assessment, the Arts Gen Ed faculty continue to discuss the benefits of either raising our Targets or increasing the rigor of the Measures. At this time, the faculty has decided to leave the Targets and Measures at their current state. In order to gather data on increasing the rigor of the Measures, both Music and Visual Arts will administer an '11<sup>th</sup> Question' that is not currently a Measure, but we are considering adopting. This experiment of using an **\*\*unknown example\*\*** for one additional question on the assessment to see what the feasibility of it is going forward. The idea is to see whether students can apply the knowledge they've gained from studied examples to pieces that they have never studied before. The results from this experiment will not be part of the official assessment results at this time.

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**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
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**MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016  
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**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.  
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**Variation of examples used in testing**

MUS: Individual instructors will be offered the option (after consulting with the resident musicologist, Dr. Kulp) to swap out one musical example for another in cases where the new example would serve the same purpose. The testing instrument will be otherwise unchanged. We hope that this flexibility will allow teachers to focus on the examples they're most comfortable with in their classroom teaching.

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**Relationships (Measure | Outcome/Objective):**

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**VIAR Adoption of new textbook**

First, both in fall and spring, we will slightly adjust our current questions for Survey 1 and Survey 2 to reflect the new textbook we are adopting this year for those two classes - Janson's art history.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**SLO 4: Applied Courses, 1.A.**

1.A. Student will demonstrate introductory mastery of basic components of the art form by producing a work of art.

**Relevant Associations:**

**General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

**Related Measures**

**M 4: Performance/Exhibit**

A final performance or exhibit of work will be rated by the instructor and one other faculty member or expert in the art discipline using the scoring rubric developed for GenEd Arts Applied course assessment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

A 3.5 out of 5 on the scoring rubric.

**Finding (2015-2016) - Target: Met**

**Applied Courses, 1A: 4.38**

**APPLIED COURSES: 2015-16 cycle**

MEASURES and FINDINGS: Courses, DANC101, DANC113, DANCE114, MUS323, THEA261

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:** Theoretical Courses, 1.A.  
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**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

#### **Continued Data Collection**

Although this target was met in Spring 2013, this was the first collection of data for Applied courses. Faculty should continue assessing students in the Applied courses to ensure that the findings are consistent across multiple semesters of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Implementation Description:** Continue assessing student in this category to ensure results are consistent.

**Responsible Person/Group:** Arts GenEd committee with support from teaching faculty

**Additional Resources:** Time

#### **Alignment of coursework and measures in Academic Overview Courses**

Faculty will discuss better alignment of the assignments given in class and the assessment questions asked: Specifically in Applied courses for Objectives 2A and 2B in Dance and Theater Courses.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

#### **Monitor and Review developments in assessment tools and outcomes**

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

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**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

**Pedagogical Enhancements of MUS 322 (voice)**

Class piano narrative: assessment

Spring 2014

1.A: The data for MUS 323 (piano class) shows favorable outcomes for the five ranked areas (note accuracy, rhythmic accuracy, technique, dynamics, tempo). The lowest of these five areas was dynamics (3.95/5) and tempo (4.05/5). The piano class will look to implement pedagogical changes next year that address these areas. A similar assessment one year from now should help indicate if the changes improved outcomes.

It was determined by faculty of the class piano for non-majors that breaking down 2.A & 2.B (student will demonstrate basic ability to discuss critically work that s/he has created or performed) into the same five categories as 1.A yielded no helpful information. Thus, this year, the students were judged through an aggregate of these areas and given one single score for both 2.A and 2.B. The outcomes for these two areas were strong, though 2.A was slightly higher than 2.b (4.38 vs. 4.14). These strong outcomes will lead to a discussion as to whether or not to make the assessment in these sections more robust. This discussion will include considering using pieces at a slightly more advanced level for assessment.



**Established in Cycle:** 2013-2014  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

**Immediate Response Assessment Tools**

**Immediate Response Assessment Tools**

The faculty will employ 'immediate student response' tools in their courses. This could include 'iclickers', immediate response quizzes online, pop quizzes in class, or other methods. The goal is to increase the student's awareness and to better direct their learning to the course objectives.

2014-15 the faculty experimented with 'Immediate Response Tools' such as in class quiz or 'iclickers'. Although we cannot attribute the success to Immediate Response Tools, we did meet all of our targets and goals for the first time in the 2015-16 cycle. Below is a specific response from the Design Department: Design Faculty, Immediate Response Assessment tool Faculty implemented iclicker in FA15 in DSGN121. The problem was that the technology in the space is not well suited to the task.

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**MUS 323 – Proposed Development of course content delivery.**

**MUS 323 – Proposed Development of course content delivery.**

The numbers show competence in the assessed areas except for the following: 1.A, Dynamics; 2.A, Dynamics, 2.B Technique, 2.B Dynamics

For 1.A ,Dynamics, technical exercises and testing will be instituted in class that relate to dynamics. Students will have to perform the same passage of music at several dynamic ranges from very soft to very loud.

For 2.A, Dynamics, It appears likely that improving scores in 1.A, Dynamics will give the students better ability to discuss critically the work they have performed as it relates to dynamics. Once the issue in

1.A is addressed, these numbers will be examined next year to see if the expected improvement takes place.

For 2.B Technique: Class discussion will take place in class addressing the identification of issues of technique in others' playing. Proper hand shape, relaxation of arms and wrists, and smooth movement will be discussed.

For 2.B, Dynamics: Likewise, these scores may have been influenced by the problematic scores in performance dynamics. Once that issue is addressed, the test scores for this area will be re-examined to see if that solves the problem.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

### **New Faculty Development**

#### **New Faculty Development**

The Arts Gen Ed Committee reported High Faculty turnover in the Arts Gen Ed courses. VIAR Gen Ed faculty will be completely new next year. DSGN Gen Ed acquired new faculty in this cycle, and PFAR Gen Ed Faculty has had considerable turnover in this cycle. These representatives will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

2016 notes:

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **THEA 261 Faculty Development**

#### **THEA 261 Faculty Development**

THEA 261 has now been assessed twice. However, due to unforeseen circumstances, this course was taught by new faculty this term, so it's

as if the assessment process was new again this year. Additionally, there still needs to be work on the written assignments used in these assessments, as neither of them seem to be in good alignment with the assessment objectives. This is particularly true of Learning Outcome 2B. The writing assignment needs to be adjusted so that the topics students address in their work covers the five areas dealt with on the rubric for this outcome.

PFAR Theatre faculty will discuss this in the Fall and use the Fall semester to test run this to ensure that the Spring data set is based on aligned outcomes and assignments.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

### **MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **Performing Arts 2016-17 coordination**

#### **Performing Arts**

Our primary goal is to ensure that all faculty are coordinating and communicating for assessments, that the rubrics and assessment tools are still functional, and that we are finding balance between the work of assessment and faculty work loads.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**SLO 5: Applied Courses, 2.A.**

2.A. Student will demonstrate basic ability to critically discuss work that s/he has created or performed.

**Relevant Associations:**

**General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

**Related Measures**

**M 5: Presentation**

Student will critically discuss his/her own work in verbal or written mode. This will be graded via a rubric by the instructor and one other faculty member or expert in the art discipline.

Source of Evidence: Presentation, either individual or group

**Connected Document**

[2015.05 Summary and Action Plans](#)

**Target:**

A 3.5 out of 5 on the scoring rubric.

**Finding (2015-2016) - Target: Met**

**Outcome 2A: 4.21**

**APPLIED COURSES: 2015-16 cycle**

MEASURES and FINDINGS: Courses, DANC101, DANC113, DANCE114, MUS323, THEA261

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:**

Theoretical Courses, 1.A.

| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment

goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

### **Continued Data Collection**

Although this target was met in Spring 2013, this was the first collection of data for Applied courses. Faculty should continue assessing students in the Applied courses to ensure that the findings are consistent across multiple semesters of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

### **Alignment of coursework and measures in Academic Overview Courses**

Faculty will discuss better alignment of the assignments given in class and the assessment questions asked: Specifically in Applied courses for Objectives 2A and 2B in Dance and Theater Courses.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Monitor and Review developments in assessment tools and outcomes**

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

2015-16 Cycle: Performing Arts made these adjustments.

The assessment mechanism for THEA 161 has been solidified. There have been some adjustments to the rubric questions for DANC 113 and 114 that make small adjustments to the wording to make the rubric more fine-tuned for those two classes, but none of the adjustments make a significant change to the underlying goals/outcomes of the assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

**Pedagogical Enhancements of MUS 322 (voice)**

Class piano narrative: assessment

Spring 2014

1.A: The data for MUS 323 (piano class) shows favorable outcomes for the five ranked areas (note accuracy, rhythmic accuracy, technique, dynamics, tempo). The lowest of these five areas was dynamics (3.95/5) and tempo (4.05/5). The piano class will look to implement pedagogical changes next year that address these areas. A similar assessment one year from now should help indicate if the changes improved outcomes.

It was determined by faculty of the class piano for non-majors that breaking down 2.A & 2.B (student will demonstrate basic ability to discuss critically work that s/he has created or performed) into the same five categories as 1.A yielded no helpful information. Thus, this year, the students were judged through an aggregate of these areas and given one single score for both 2.A and 2.B. The outcomes for these two areas were strong, though 2.A was slightly higher than 2.b (4.38 vs. 4.14). These strong outcomes will lead to a discussion as to whether or not to make the assessment in these sections more robust. This discussion will include considering using pieces at a slightly more advanced level for assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.



**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Immediate Response Assessment Tools**

#### **Immediate Response Assessment Tools**

The faculty will employ 'immediate student response' tools in their courses. This could include 'iclickers', immediate response quizzes online, pop quizzes in class, or other methods. The goal is to increase the student's awareness and to better direct their learning to the course objectives.

2014-15 the faculty experimented with 'Immediate Response Tools' such as in class quiz or 'iclickers'. Although we cannot attribute the success to Immediate Response Tools, we did meet all of our targets and goals for the first time in the 2015-16 cycle. Below is a specific response from the Design Department: Design Faculty, Immediate Response Assessment tool Faculty implemented iclicker in FA15 in DSGN121. The problem was that the technology in the space is not well suited to the task.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **MUS 323 – Proposed Development of course content delivery.**

#### **MUS 323 – Proposed Development of course content delivery.**

The numbers show competence in the assessed areas except for the following: 1.A, Dynamics; 2.A, Dynamics, 2.B Technique, 2.B Dynamics

For 1.A ,Dynamics, technical exercises and testing will be instituted in class that relate to dynamics. Students will have to perform the same passage of music at several dynamic ranges from very soft to very loud.

For 2.A, Dynamics, It appears likely that improving scores in 1.A, Dynamics will give the students better ability to discuss critically the work they have performed as it relates to dynamics. Once the issue in 1.A is addressed, these numbers will be examined next year to see if the expected improvement takes place.

For 2.B Technique: Class discussion will take place in class addressing the identification of issues of technique in others' playing. Proper hand shape, relaxation of arms and wrists, and smooth movement will be discussed.

For 2.B, Dynamics: Likewise, these scores may have been influenced by the problematic scores in performance dynamics. Once that issue is

addressed, the test scores for this area will be re-examined to see if that solves the problem.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

## **New Faculty Development**

### **New Faculty Development**

The Arts Gen Ed Committee reported High Faculty turnover in the Arts Gen Ed courses. VIAR Gen Ed faculty will be completely new next year. DSGN Gen Ed acquired new faculty in this cycle, and PFAR Gen Ed Faculty has had considerable turnover in this cycle. These representatives will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

2016 notes:

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

## **THEA 261 Faculty Development**

### **THEA 261 Faculty Development**

THEA 261 has now been assessed twice. However, due to unforeseen circumstances, this course was taught by new faculty this term, so it's as if the assessment process was new again this year. Additionally, there still needs to be work on the written assignments used in these assessments, as neither of them seem to be in good alignment with the assessment objectives. This is particularly true of Learning Outcome 2B. The writing assignment needs to be adjusted so that the topics students address in their work covers the five areas dealt with on the rubric for this outcome.

PFAR Theatre faculty will discuss this in the Fall and use the Fall

semester to test run this to ensure that the Spring data set is based on aligned outcomes and assignments.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

### **MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **Performing Arts 2016-17 coordination**

#### **Performing Arts**

Our primary goal is to ensure that all faculty are coordinating and communicating for assessments, that the rubrics and assessment tools are still functional, and that we are finding balance between the work of assessment and faculty work loads.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

### **SLO 6: Applied Courses, 2.B.**

2.B. Student will demonstrate basic ability to critically discuss work created or performed by another person.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

## Related Measures

### **M 6: Presentation**

Student will critically discuss (in verbal or written mode) work created by another person. This will be graded via a rubric by the instructor and one other faculty member or expert in the art discipline.

Source of Evidence: Presentation, either individual or group

### **Connected Document**

[2015.05 Summary and Action Plans](#)

### **Target:**

A 3.5 out of 5 on the scoring rubric.

### **Finding (2015-2016) - Target: Met**

**Outcome 2B: 3.91**

**APPLIED COURSES: 2015-16 cycle**

MEASURES and FINDINGS: Courses, DANC101, DANC113, DANCE114, MUS323, THEA261

### **Related Action Plans (by Established cycle, then alpha):**

#### **Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:**

Theoretical Courses, 1.A.

| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

### **Continued Data Collection**

Although this target was met in Spring 2013, this was the first collection of data for Applied courses. Faculty should continue assessing students in the Applied courses to ensure that the findings are consistent across multiple semesters of assessment.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.B.

### **Alignment of coursework and measures in Academic Overview Courses**

Faculty will discuss better alignment of the assignments given in class and the assessment questions asked: Specifically in Applied courses for Objectives 2A and 2B in Dance and Theater Courses.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Monitor and Review developments in assessment tools and outcomes**

The Arts GenEd committee agreed to allow the faculty the opportunity to adjust the assessment tools. For example in the 2014.05 cycle, the faculty for MUS 323 (piano) judged 2.A and 2.B in a single aggregate, and not in the five categories previously used. This adjustment led to stronger outcomes. The faculty will discuss these results; consider making the assessment in these sections more robust, and the appropriateness of these types of adjustments in other courses. Refer to 'Adjustment to Test Questions'

Coordinate appropriate adjustments with University Administration.

2015-16 Cycle: Performing Arts made these adjustments.

The assessment mechanism for THEA 161 has been solidified. There have been some adjustments to the rubric questions for DANC 113 and 114 that make small adjustments to the wording to make the rubric more fine-tuned for those two classes, but none of the adjustments make a significant change to the underlying goals/outcomes of the assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Add Note: This action plan is still ongoing. See new specific plans from the Visual Arts and Music departments in their continued development of assessment tools: Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer.

**Responsible Person/Group:** Arts GenEd Committee

### **Pedagogical Enhancements of MUS 322 (voice)**

Class piano narrative: assessment

Spring 2014

1.A: The data for MUS 323 (piano class) shows favorable outcomes for the five ranked areas (note accuracy, rhythmic accuracy, technique, dynamics, tempo). The lowest of these five areas was dynamics (3.95/5) and tempo (4.05/5). The piano class will look to implement pedagogical changes next year that address these areas. A similar assessment one year from now should help indicate if the changes improved outcomes.

It was determined by faculty of the class piano for non-majors that breaking down 2.A & 2.B (student will demonstrate basic ability to discuss critically work that s/he has created or performed) into the same five categories as 1.A yielded no helpful information. Thus, this year, the students were judged through an aggregate of these areas and given one single score for both 2.A and 2.B. The outcomes for these two areas were strong, though 2.A was slightly higher than 2.b (4.38 vs. 4.14). These strong outcomes will lead to a discussion as to whether or not to make the assessment in these sections more robust. This discussion will include considering using pieces at a slightly more advanced level for assessment.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Responsible Person/Group:** Arts GenEd Committee

### **Immediate Response Assessment Tools**

**Immediate Response Assessment Tools**



The faculty will employ 'immediate student response' tools in their courses. This could include 'iclickers', immediate response quizzes online, pop quizzes in class, or other methods. The goal is to increase the student's awareness and to better direct their learning to the course objectives.

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**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **MUS 323 – Proposed Development of course content delivery.**

#### **MUS 323 – Proposed Development of course content delivery.**

The numbers show competence in the assessed areas except for the following: 1.A, Dynamics; 2.A, Dynamics, 2.B Technique, 2.B Dynamics

For 1.A ,Dynamics, technical exercises and testing will be instituted in class that relate to dynamics. Students will have to perform the same passage of music at several dynamic ranges from very soft to very loud.

For 2.A, Dynamics, It appears likely that improving scores in 1.A, Dynamics will give the students better ability to discuss critically the work they have performed as it relates to dynamics. Once the issue in 1.A is addressed, these numbers will be examined next year to see if the expected improvement takes place.

For 2.B Technique: Class discussion will take place in class addressing the identification of issues of technique in others' playing. Proper hand shape, relaxation of arms and wrists, and smooth movement will be discussed.

For 2.B, Dynamics: Likewise, these scores may have been influenced by the problematic scores in performance dynamics. Once that issue is addressed, the test scores for this area will be re-examined to see if that solves the problem.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

## **New Faculty Development**

### **New Faculty Development**

The Arts Gen Ed Committee reported High Faculty turnover in the Arts Gen Ed courses. VIAR Gen Ed faculty will be completely new next year. DSGN Gen Ed acquired new faculty in this cycle, and PFAR Gen Ed Faculty has had considerable turnover in this cycle. These representatives will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

2016 notes:

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

## **THEA 261 Faculty Development**

### **THEA 261 Faculty Development**

THEA 261 has now been assessed twice. However, due to unforeseen circumstances, this course was taught by new faculty this term, so it's as if the assessment process was new again this year. Additionally, there still needs to be work on the written assignments used in these assessments, as neither of them seem to be in good alignment with the assessment objectives. This is particularly true of Learning Outcome 2B. The writing assignment needs to be adjusted so that the topics students address in their work covers the five areas dealt with on the rubric for this outcome.

PFAR Theatre faculty will discuss this in the Fall and use the Fall semester to test run this to ensure that the Spring data set is based on aligned outcomes and assignments.

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

### **MUSIC Increase response rate**

Our main goal of this year's assessment cycle will be to increase the response rate to get 100% participation in the assessment from all sections of General Education music classes.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

### **Performing Arts 2016-17 coordination**

#### **Performing Arts**

Our primary goal is to ensure that all faculty are coordinating and communicating for assessments, that the rubrics and assessment tools are still functional, and that we are finding balance between the work of assessment and faculty work loads.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

### **SLO 7: Theoretical Courses, 1.A.**

1.A. Student will accurately generate basic components of the art form.

#### **Relevant Associations:**

##### **General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

#### **Related Measures**

##### **M 7: Capstone Assignment**

Assignment will require student to generate basic components of the art form.

Instructor and one other faculty member or expert in the art discipline will grade using a prepared rubric. Not yet designed.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

Not yet designed

**Related Action Plans (by Established cycle, then alpha):**

**Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:**

Theoretical Courses, 1.A.

| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.

| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.

| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

**SLO 8: Theoretical Courses, 2.A.**

2.A. Student will accurately analyze the structure and components of an example from the art form.

**Relevant Associations:**

**General Education/Core Curriculum Associations**

4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

**Related Measures**

**M 8: Capstone Assignment**

Assignment will require student to analyze the structure and components of an example from the art form. Instructor and one other faculty member or expert in the art discipline will grade using a prepared rubric. Not yet designed.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

Not yet designed

## Related Action Plans (by Established cycle, then alpha):

### **Approval Completion for All Categories of Arts Gen Ed Courses**

Beginning in Fall, 2013, only courses designated as approved for Arts Gen Ed may be counted as fulfilling the Arts Gen Ed requirement at UL Lafayette. All courses to be approved and designated as Arts Gen Ed must complete the approval process by Dec. 2012. This applies to courses in all three categories: academic overview courses, applied courses, and theoretical courses.

**Established in Cycle:** 2011-2012

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Assignment | **Outcome/Objective:** Theoretical Courses, 1.A.  
| Theoretical Courses, 2.A.

**Measure:** Performance/Exhibit | **Outcome/Objective:** Applied Courses, 1.A.

**Measure:** Presentation | **Outcome/Objective:** Applied Courses, 2.A.  
| Applied Courses, 2.B.

**Measure:** Standard Test | **Outcome/Objective:** Academic Overview Courses, 1.A.  
| Academic Overview Courses, 2.A. | Academic Overview Courses, 2.B.

**Implementation Description:** Proposals must be submitted to the CoA Gen Ed Committee which detail how each course will support the stated learning objectives of its dominant category, and provide a draft assessment tool. The proposal and the draft assessment tool must be examined by the CoA Gen Ed Committee for alignment with assessment goals. Once approved, these materials must be sent through University approval channels.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** CoA Gen Ed Committee

**Additional Resources:** time and communication

**Budget Amount Requested:** \$0.00 (no request)

## **Analysis Questions and Analysis Answers**

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### **How were assessment results shared and evaluated within the unit?**

The Arts General Education program is a College level group that includes an extremely diverse set of faculty and courses across multiple disciplines.

The Arts Gen Ed Committee has one member from each of the disciplines, and meets twice a year and communicates regularly via email. The committee members communicate with the faculty teaching in their area, and collect the data from their area. The assessment results are distributed to all of the faculty that teach in Arts Gen Ed once a year in the Spring after data has been collected. The faculty then meet in person in the Fall to discuss and analyze the results, reflect on past action plans and create action plans for the upcoming cycle.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

These action plans were enacted last year:

### **Immediate Response Assessment Tools**

Last year the faculty experimented with 'Immediate Response Tools' such as in class quiz or 'iclickers'. Although we cannot attribute the success to Immediate Response Tools, we did meet all of our targets and goals for the first time in the 2015-16 cycle. The faculty has decided to keep this action plan open.

### **Review, Refinement, and of Targets**

The Arts Gen Ed Committee continues to discuss the revision and raising of Target Goals. The vote was to leave the Goals at their present state until they are met consistently. See the related new 2016-17 Action Plan: **Experimental 'unknown example' to test the rigor of our MEASURES:**

### **New Faculty Development**

The Arts Gen Ed Committee report less faculty turnover than in the 2015-16 cycle, but still a higher than normal turnover rate. The Faculty, and the Arts Gen Ed committee will continue to monitor this situation. The departmental liaisons will work with their new faculty to help orient them to the Arts Gen Ed Goals assessment process. A representative from each discipline sits on the Arts Gen Ed Committee.

### **Monitor and Review developments in assessment tools and outcomes**

Visual Arts: After experimenting a little last years with making our answer selections, with considerable success, more visual literacy- rather than exact date oriented - to continue to implement that approach this year. We will essentially be keeping our questions the same but going forward with those slight tweaks in possible answer/answer selection wording last time that seemed to work better. To improve the Art Appreciation assessment itself, we plan to speak more, sooner in the semester, about making sure the images in the slides work equally well for all instructors.

We are seeing steady improvements in our findings, but it is impossible to attribute these improvements to specifically one of the action plans. At the specific course level, it is easier to see the direct affects of the Action Plans. The use of a new text, and more closely aligned visual examples in the Art History Survey courses are an example of an action plan directly improving the findings.

### **What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

Faculty Development and Faculty Turnover. We know that consistent faculty in these courses improves the assessment and the results. It has been difficult in the past few years to keep a consistent faculty in all areas across all disciplines. We did see a direct improvement in the results last year in teh tow faculties that stayed consistent: Art History and Performing Arts.

Assessment Tools and outcomes.

After many years of adjusting the assessment tools to the particulars of the course (applied or academic overview) and the discipline, we have made very good progress in achieving an equilibrium of results across the disciplines. This is a major accomplishment for us. Now we are looking to raising the rigor of evaluation and/or the standards of achievement.