April 18, 2022

General Education Goal: VALUE OF ARTS & HUMANITIES

February 2022 saw the second scoring of artifacts using the Value of Arts & Humanities rubric. A total of 180 artifacts were scored by 18 faculty members from the General Education Committee serving as raters. Artifacts were supplied from courses approved for this goal in Art, English, Music, Theatre and History.

The attached rubric derived from the AAC&U Values Rubric project was used to score the artifacts. Each individual outcome was scored on a scale of 0 - 4, with a total score of 12 pts. possible.

The graph below shows the scores of both the Spring 2021 pilot and the Fall 2021 assessment for the General Education Goal of Valuing of Arts & Humanities. The first column shows the overall average of artifacts scored with the A & H rubric.
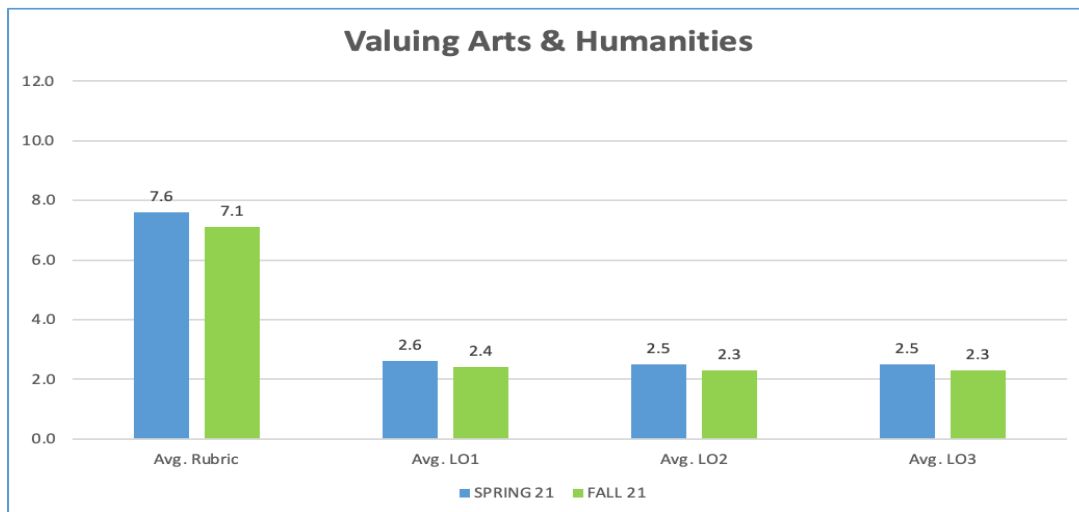

Figure 1

Fall 2021 Scoring Results

The following graph shows the breakdown of each outcome by achievement level with 50% of the sample in Fall 2021 scoring at proficient or above, and the other 50% scoring at developing or below in the ability to **interpret the significance of works of art (LO1)**. 49% of the sample was proficient or above on the ability to **critique the creative or philosophical works and**

ideas of others (LO2). 52% of the sample scored at proficient or above in the ability to **identify important artistic or philosophical ideas (LO3)**.

A & H Learning Outcomes FA2021

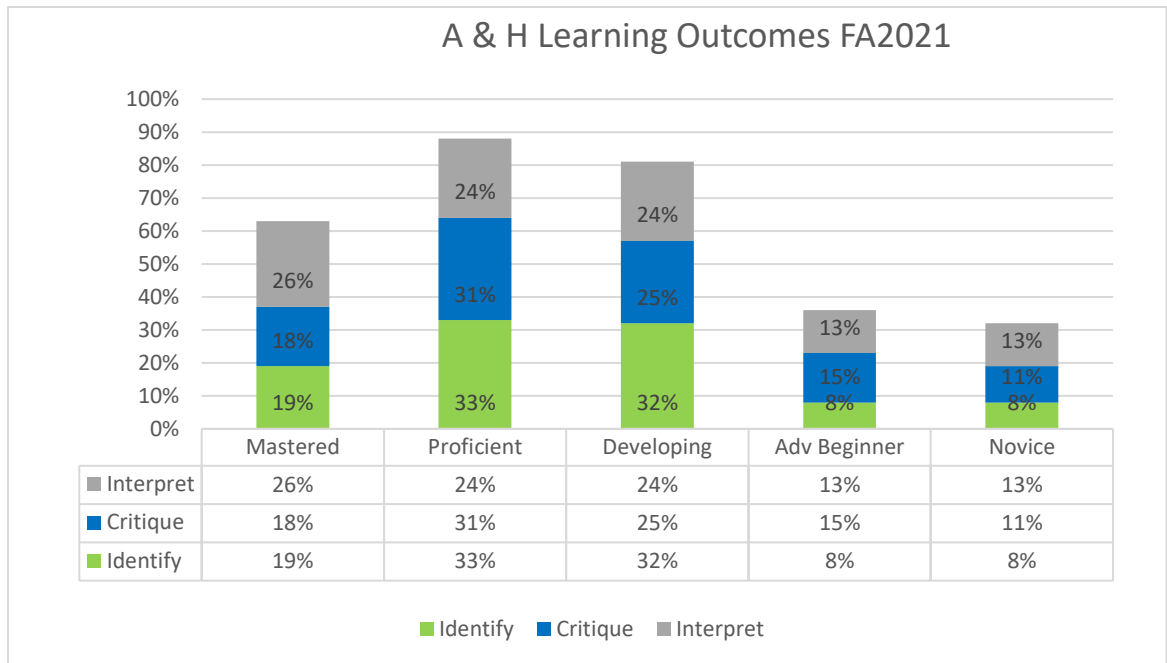|	Mastered	Proficient	Developing	Adv Beginner	Novice
■ Interpret	26%	24%	24%	13%	13%
■ Critique	18%	31%	25%	15%	11%
■ Identify	19%	33%	32%	8%	8%

■ Identify ■ Critique ■ Interpret

Figure 2

A faculty working group has identified a target for success higher than 50% (proficient and above) and that report is appended to this summary.

Course Delivery Method

Delving further into the data gathered from artifact assessment, we can look at student learning by method of delivery, and then by individual course approved to assess student learning in the area of valuing arts and humanities.

Figure 3 compares courses delivered online with those delivered in person, as well as separating all online learners in undergraduate and concurrent status students.
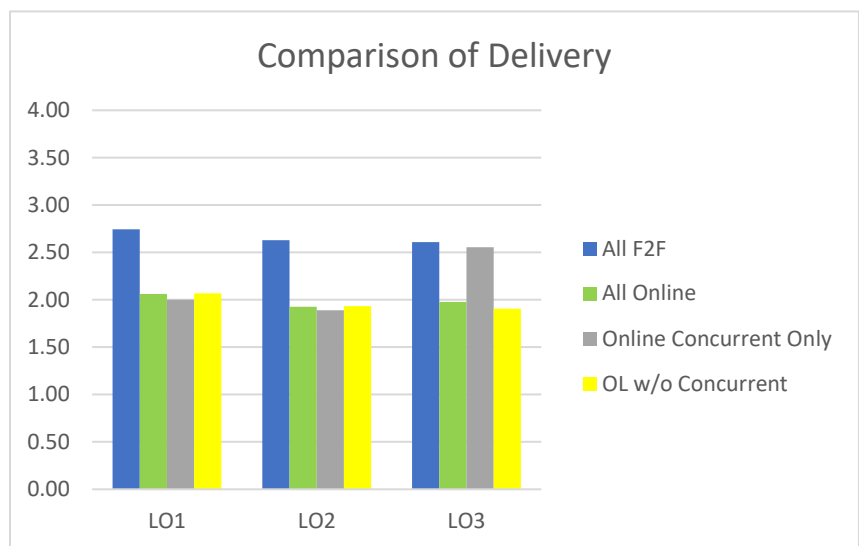

Comparison of Delivery

■ All F2F ■ All Online ■ Online Concurrent Only ■ OL w/o Concurrent

Figure 3

Clearly face to face instruction is more effective than online instruction and the discrepancy is something that needs to be addressed in future work on this general education goal.

Outcome Breakdown by Course

The following table (Figure 4) shows the overall A & H rubric score disaggregated by course. Figure 5 further examines level of achievement by learning outcome. A faculty group is examining explanations for possible discrepancy and have identified changes to the type of assignment used to score student learning in this goal, as well as comparing course goals with the general education goal of valuing arts and humanities to assure agreement.
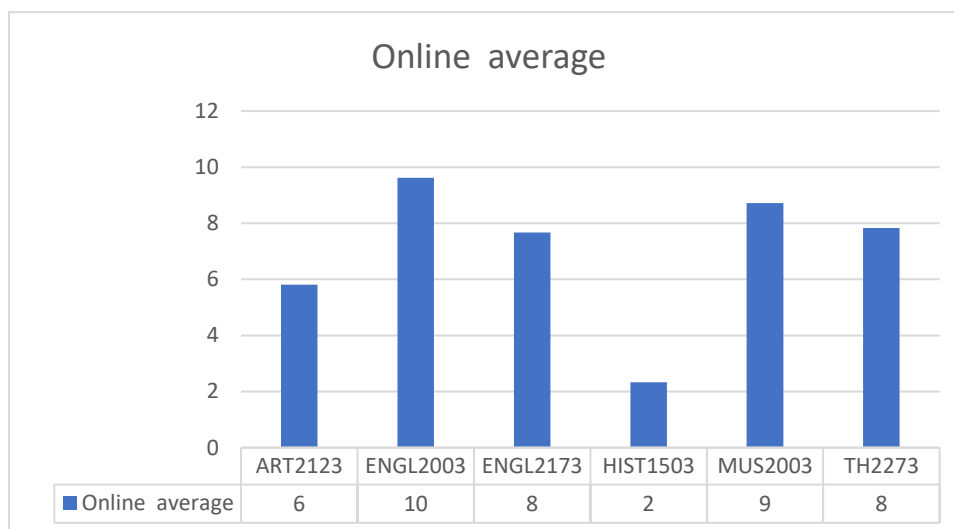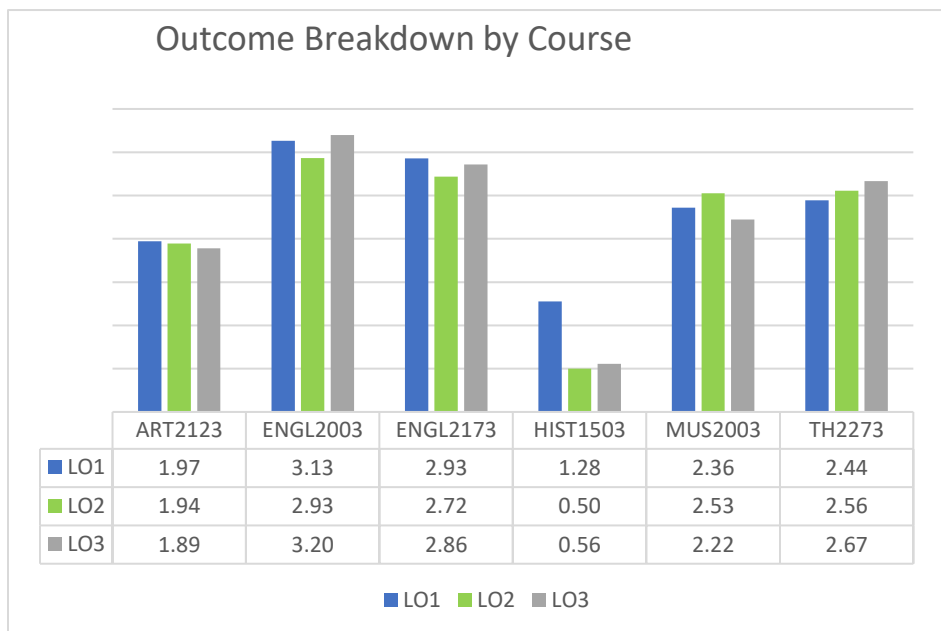
Online average

	ART2123	ENGL2003	ENGL2173	HIST1503	MUS2003	TH2273
Online average	6	10	8	2	9	8

Figure 4

Outcome Breakdown by Course

	ART2123	ENGL2003	ENGL2173	HIST1503	MUS2003	TH2273
LO1	1.97	3.13	2.93	1.28	2.36	2.44
LO2	1.94	2.93	2.72	0.50	2.53	2.56
LO3	1.89	3.20	2.86	0.56	2.22	2.67

Figure 5

If you have questions, please contact:
Dr. Erin Clair, director of General Education or **Dr. Christine Austin**, director of Assessment

GENERAL EDUCATION ASSESSMENT
Value of Arts & Humanities Goal
April 2022

Benchmark:
To raise goal proficiency to 60% by 2023
To raise goal proficiency to 75% by 2024

Strategies:
Department heads will meet with their faculty. They will explain go over goal rubric, along with F21 data. They will explain the assessment process and suggest ways to improve proficiency within their disciplines.

Individual departments will look at way to improve proficiency/assessment of goal specific to their individual contexts. For example, History may use longer written assignments for assessment purposes in the future. Art may look at different artworks that will enable a broader discussion. Theatre may choose to improve education related to the "interpret significance" goal. Music may reevaluate their assignment. The English Department Head would like to see the F21 graded documents to get a better picture of where the other departments are standing.

(For 2023) The DHs request that scores from assessment documents be broken down by department and that this data be shared separately to each department.

(For 2023) The DHs will revisit the rubric and decide if it needs changes.

Apply Value of Arts & Humanities Scoring Rubric

Instructions: Enter the artifact number in the upper right corner. Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact. Scores will automatically calculate.

Artifact Code #	

	Mastered	Proficient	Developing	Advanced Beginner	Novice	Associated ATU Learning Outcome:	Learning Outcome Score:
	4	3	2	1	0		
Students can demonstrate an ability to identify important artistic or philosophical ideas from various cultures and/or the historical past.	Communicates and synthesizes coherently in-depth information from relevant sources.	Communicates coherently in-depth information from relevant sources.	Presents information from relevant sources.	Presents information from irrelevant sources.	Does not present information from sources.	Identify ideas represented in art, music, theatre, film, literature, or philosophy	0
Students can demonstrate the ability to critique the creative or philosophical works and ideas of others.	Critique is imaginative, taking into account the complexities of an issue. Others' points of view are acknowledged within the critique.	Critique acknowledges different sides or levels of complexity of an issue.	Critique is stated, but is simplistic and obvious.	Critique is attempted, but is unclear or cursory.	Critique is not attempted.	Relate ideas in art, music, theatre, film, literature, or philosophy to the global context in which they were created	0
Students can interpret the significance of works of art / philosophy to the human experience, and can deploy those skills effectively through written and/or oral communication.	Organizes evidence to reveal insightful patterns, differences, or similarities related to humanistic interpretation	Organizes evidence to reveal important patterns, differences, or similarities related to humanistic interpretation.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but is not organized and/or is unrelated to humanistic interpretation	Very little or no evidence is provided.	Interpret the global significance of works of art, music, theatre, film, literature, or philosophy to the human experience	0

	Mastered	Proficient	Developing	Advanced Beginner	Novice		
	0	0	0	0	0		
SUBTOTALS	0	0	0	0	0		
POSSIBLE POINTS	12	TOTAL POINTS	0	SCORE	0%	Artifact Code #	0