

## Intellectual Foundations Assessment: ARTS Report and Data Analysis Fall 2018

IF14 courses in the Arts were assessed in the Fall 2018 semester using a new 3-step method. In the first step, students are asked early in the semester (Week 3) to respond to survey questions that read: *How confident are you in your ability to: (fill in the SLO(s) the course is designed to address)*. In the second step, students are asked later in the semester (Week 13) to respond to the same questions, *in light of having taken this course*. Changes in aggregate results are recorded. In the third step, at the conclusion of the semester faculty are asked to respond to an online survey to: 1) reflect on the aggregated differences between the pre- and post-test data from students; 2) attach examples of student work that *Do not meet standard, Approach standard, Meet standard, and Exceed standard*; 3) note the number of students in each of these performance levels; and 4) make note of any changes planned for the next time they teach this course to raise the quality of student work.

This method results in three types of data: 1) Data at the level of the student, 2) data at the level of the course section, and 3) data at the level of the instructor. All three types are analyzed in this report. Overall, 46 of 58 course sections reported data for a 79% response rate.

1. **Student Data Analysis.** Summary statistics describe student opinions on levels of familiarity with each of the SLOs at the beginning of the course and at the end of the course. Summary statistics also describe faculty assessment of student work.
2. **Course Section Data Analysis.** Course sections are analyzed on the basis of the percent of students who Met or Exceeded the SLO standard (as assessed by the instructor for each section).
3. **Instructor Feedback Data Analysis.** Instructors are asked to reflect on the data collected at the level of the students.

## Results for Arts SLO 1, SLO 2, SLO 3

### Arts Part 1: Student Data Analysis

#### Indirect Measure #1 (Week 3 survey of student opinions)

<b>How familiar would you say you are with the following material?</b>				
<b>Student Learning Outcome</b>	Not at all familiar	A little familiar	Somewhat familiar	Very familiar
The ability to describe the connection between creative process and artistic outcome (ARTS SLO 1) N=1,021	15%	34%	33%	18%
The ability to examine the relationships between art and the individual, culture and society (ARTS SLO 2) N=1,021	12%	32%	34%	21%
The ability to analyze visual and/or performed work by considering purposes and processes (ARTS SLO 3) N=1,021	12%	32%	33%	24%

#### Indirect Measure #2 (Week 13 survey of student opinions)

<b>As a result of this course, how much more confident are you in the following?</b>				
<b>Student Learning Outcome</b>	Not at all more confident	A little more confident	Somewhat more confident	A great deal more confident
Your ability to describe the connection between creative process and artistic outcome (ARTS SLO 1) N=719	9%	20%	36%	35%
Your ability to examine the relationships between art and the individual, culture and society (ARTS SLO 2) N=719	9%	18%	34%	39%
Your ability to analyze visual and/or performed work by considering purposes and processes (ARTS SLO 3) N=719	8%	17%	33%	43%

**Direct Measure (Instructor Assessment of Student Work based on 46 course sections reporting)**

<b>Percent of Students Not Meeting, Meeting, Approaching, and Exceeding Standards</b>				
<b>Student Learning Outcome</b>	<b>Not Meeting Standard</b>	<b>Approaching Standard</b>	<b>Meeting Standard</b>	<b>Exceeding Standard</b>
Ability to describe the connection between creative process and artistic outcome (ARTS SLO 1) N=986	13%	18%	30%	40%
Ability to examine the relationships between art and the individual, culture and society (ARTS SLO 2) N=982	15%	19%	29%	37%
Ability to analyze visual and/or performed work by considering purposes and processes (ARTS SLO 3) N=989	13%	16%	34%	38%

## Arts Part 2: Course Section Data Analysis

Data are now analyzed by course section (CRN) for each SLO. The results reveal significant degrees of variation in the percent of students who Meet or Exceed standards among sections. For example, for ARTS SLO1, one course section had 20% or less students Meet or Exceed standards while 16 course sections had 80% or more students Meet or Exceed standards. The results demonstrate that students in some courses excel in achieving the SLO while others struggle. The data available do not offer insight to why this is the case.

Figure 1: ARTS SLO1

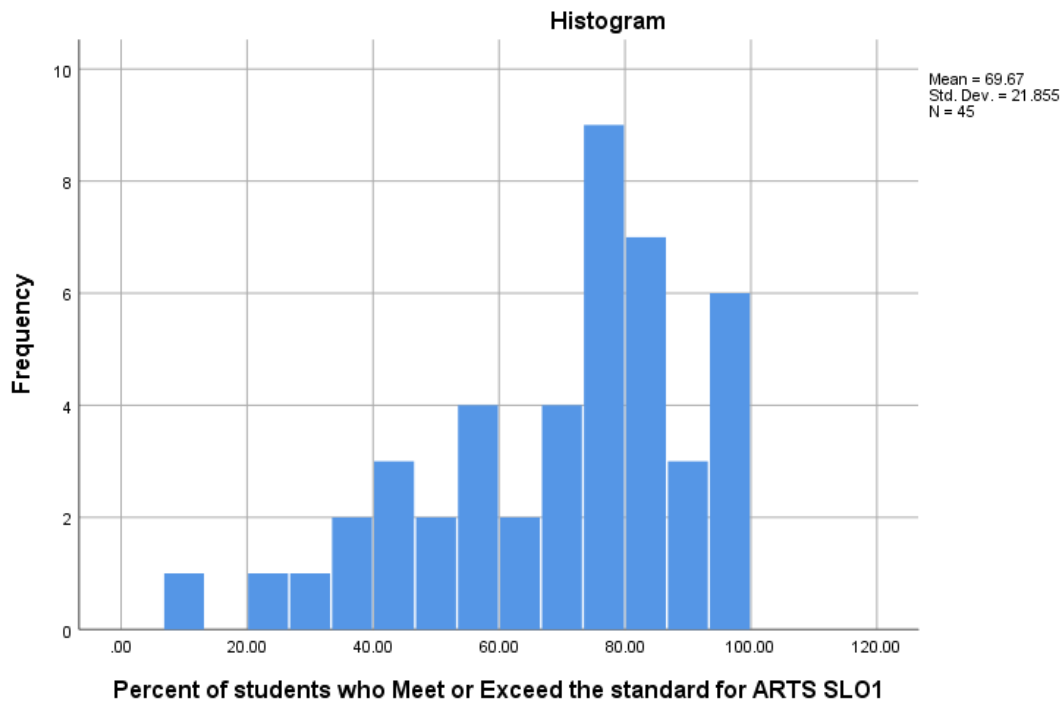


Figure 2: ARTS SLO2

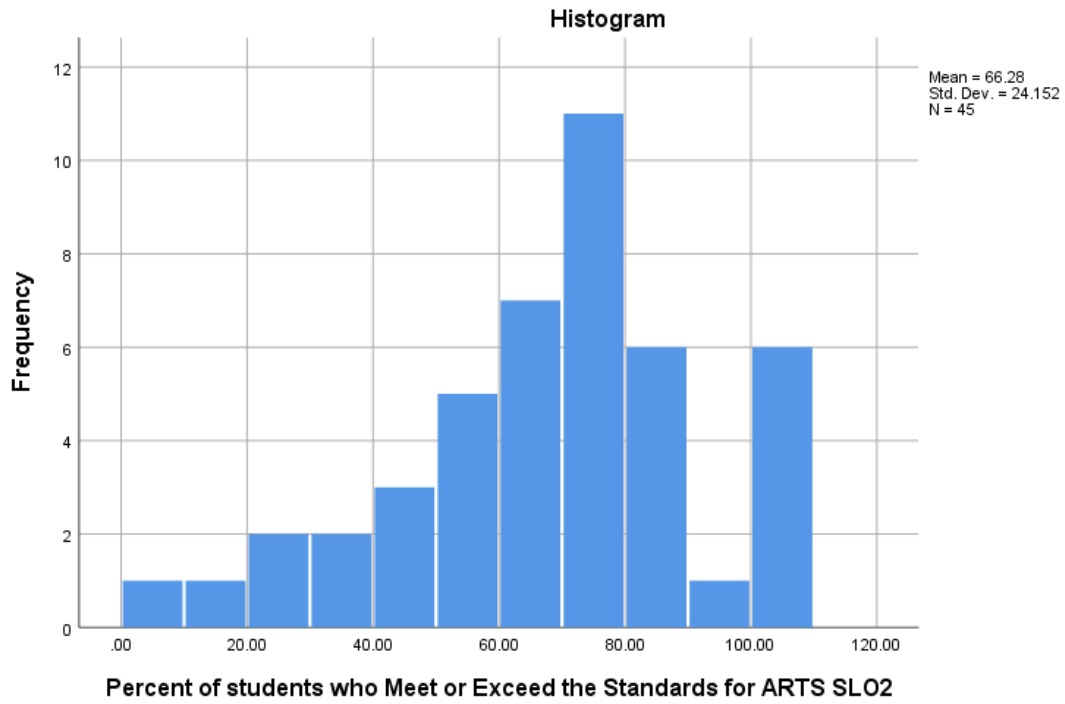
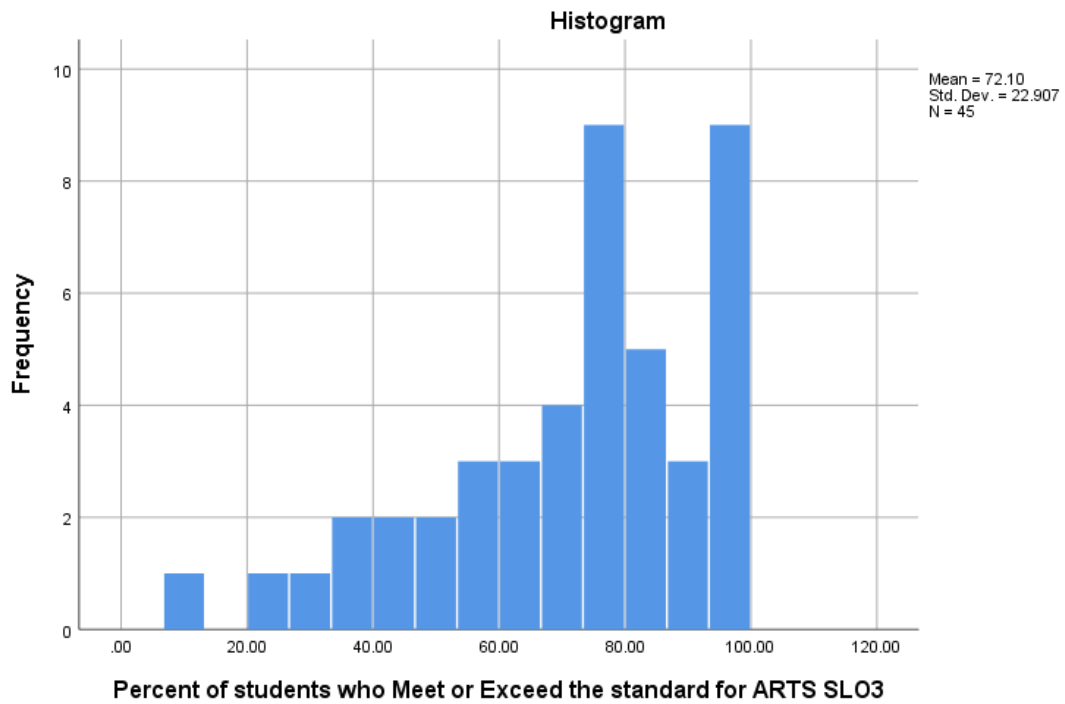


Figure 3: ARTS SLO3



### **Arts Part 3: Instructor Feedback Data**

Data come from 45 course sections in the Arts. Instructors were provided an opportunity to offer any thoughts they might have. Comments vary widely, however, a common theme is the level of preparedness and understanding of college-level expectations among students, as reflected in the following statements.

It has been my experience in thirty years of college teaching that students who exceed and meet the standard, as well as most of those who approach the standard, attend class regularly, pay attention during lectures, and participate in reviews and class discussions. Frequent absences almost always result in not being able to meet the standard.

The class was overall excellent, even if students did not always earn top marks. Overall they were intellectually curious and engaged--but many were not well prepared in high school with a foundation that would enable them to do college level work.

Students often "drag their feet" ... IF they arrived on time, were prepared to collaborate and found time outside of class to review and (prepare) ....

I alter the way information is presented in class to try to keep the students interested and engaging. Student attendance, missed classes, does disrupt the continuity of the information and this is when students fall behind.

Some of these students were under the impression that an art class is easy and participation and attendance are optional.

Consistently over the years, there are students that enroll in courses and do not seem to be prepared for the responsibility/mindset to be successful. There a still a few who do not participate and complete the course materials.

As the instructor responses suggest, the lack of student preparedness is not specific to the SLOs being assessed in their course. Rather it refers to an unpreparedness for the expectations and behaviors necessary to succeed at the baccalaureate level. Responses also indicate that instructors draw upon a wide range of pedagogical methods to try and improve student outcomes.

### **Arts Part 4: Recommendations**

The results of this analysis were shared with the Associate Provost, the Senate Intellectual Foundations Oversight Committee (SIFOC), and the College Senate Curriculum Committee (CSCC). Based on their review, the following recommendations are made:

- Students should be made more aware that parts of these courses will focus explicitly on particular SLOs. Highlighting these SLOs on the syllabus is important.
- Dean's Offices should reach out to faculty teaching these courses to ensure that instructors are aware of the SLOs and plan accordingly.
- SIFOC and the CSCC should conduct a review of courses included in the IF14 program to ensure they are still appropriate for continued inclusion in the program.