

2020 – 21 & 2021 - 22 General Education Executive Summary

Department: Art Date: 5/26/22
Members involved with analysis of artifacts: Aaron Nix
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The film director presentations were graded on the attached rubric that includes scores for these categories: speaker qualities, theory, visual literacy, materials, and time management.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> What percentage of students reach an acceptable level of knowledge and fluency in film theory, film history, terminology and visual literacy? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> 72% (15/21) of the students received a B or higher on their director presentations. Breakdown of rubric scores of 4 (proficient) or higher: Speaker Qualities: 19/21 Theory: 13/21 Visual Literacy: 15/21 Materials and Content: 9/21 Time Management: 15/21 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Students did not reach our goal of 80% of students with a B or higher in terms of overall grade, but reached that mark in the Speaker Qualities rubric category. Students scored higher in Time Management, Theory and Visual Literacy; reflecting areas practiced elsewhere in the class through activities such as writing, in-class discussions and lectures. Since Theory and Visual Literacy have more weight in the rubric, it can be seen as a positive that students developed and prioritized their presentations to fit the assessment goals. Time Management and Speaker Qualities scores drastically improved from last year's analysis. More time for teaching proper presentation materials and execution should be considered. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> This group of students varied between highly skilled upper classman and inexperienced freshman. This specific group had students present some of the best analysis and research I've seen while teaching at CUNE. Because many students take a gen ed class like this to fulfill credits, it's been difficult to provide motivation to certain students who "check out." An ongoing trend with Gen Z is the struggle with attention spans and this came up in student progress discussions several times throughout the semester. Freshman coming into college have wildly different backgrounds and experience with film, which was reflected in grades. That's not to say all students with little background didn't go above and beyond and work hard to develop their critical eye. That happened time and time again. I think there's opportunity to reach "uninterested" students in new ways while also challenging their preconceptions.
Sharing of Results: <i>When were results shared? Date:</i> 5/26/22 <i>How were the results shared? (i.e. met as a department)</i> email <i>Who were results shared with? (List names):</i> Don Robson, Justin Groth, Seth Boggs, James Bockelman, Aaron Nix
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> Continue to prioritize Theory and Visual Literacy but increase standards for visual representation and presentation logistics. b. <i>Assignment/course:</i> Build equity in maturity levels of student collective

c. *Program:* N/A

d. *Assessment:*

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* Increase students' professionalism and standards for analysis.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).*
N/A

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? Click or tap here to enter text.

Submitted by:Aaron Nix **Assessment Committee Reviewed:** 6/14/22

Department Chair notified – approval/additional action needed:6/14/22

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na