General Education Assessment Review
Department of Performing and Visual Arts
Fine Arts Courses
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General Education Fine Arts Classes Music:
• Music 1590 Music Appreciation (On campus and distance learning)
• Music 2450 World Music (P: Music 1590)
• Music 2650 History of Jazz (P: Music 1590)
• Music 2750 History of Music Theatre (P: Music 1590)
• Music 2850 History of Rock and Roll (P: Music 1590)
• Music 2250 History and Literature of Western Music I (P: Music 1590)
• Music 2350 History and Literature of Western Music II (P: Music 2250)
• Music 3250 History and Literature of Western Music III (P: Music 2350)
• Music 3350 History and Literature of Western Music IV (P: Music 3350)

General Education Fine Arts Classes Art:
• Art 2430 Art Survey
• Art 2750 Native American Art (ETHNSTDY 2750)
• Art 2140 Art History I
• Art 2210 Art History II
• Art 3340 Art History III
• Art 2730 Art History IV Ethnic Art in the United States (ETHNSTY 2730)
• Art 3530 Art History V
• Art 1230 Art and Children’s Literature
• Art 1240 Art and Social Studies

General Education Fine Arts Classes in Theatre
• Theatre 1130 Introduction to Theatre
• Theatre 4630 History of Theatre I
• Theatre 4730 History of Theatre II
• Theatre 4220 Dramatic Literature II

Student Learning Outcomes:
• Demonstrate knowledge of the history and heritage of the fine arts.
• Develop a greater appreciation for the fine arts and their value and relevance in our daily lives.
• Demonstrate consideration of a variety of artistic patterns in thought and expression.

The assessment tools used to measure these student learning outcomes are the online senior exit survey (see below) and formal discussion among the faculty and staff to assess the art, music and theatre competencies. Supplementing discussions are ongoing dialogues among faculty and staff regarding standards, classroom evaluation techniques, and instructional practices.
The senior exit survey show a marked improvement in the student satisfaction regarding the fine arts general education classes. It is unfortunate that the survey groups classes at all levels in three distinct areas of the performing and visual arts into one series of questions. It is the thought of the PVA faculty and staff that the question regarding “demonstrates knowledge of the history and heritage of the fine arts” is directly related to a reluctance of students to be held accountable on written and listening examinations, papers, and projects in a general education fine arts class. It should be noted that high scores on the questions regarding “developing a greater appreciation for the arts and their value and relevance in our daily lives” and “demonstrate consideration of a variety of artist patterns in thought and expression” has been very strong in the last three years.

The data below were based on a 5-point scale, and no program had indices higher than 4.0 on the 5-point scale.
Senior perception of competencies in fine arts:

1. Demonstrates knowledge of the history of the fine arts.
   - Spring 2009: 3.41
   - Spring 2008: 3.295
   - Spring 2007: 3.28
   - Spring 2006: 3.52
   - Spring 2005: 3.43

2. Develop a greater appreciation for the arts and their relevant in our daily lives.
   - Spring 2009: 3.86
   - Spring 2008: 3.836
   - Spring 2007: 3.78
   - Spring 2006: 3.44
   - Spring 2005: 3.29

3. Demonstrate consideration of a variety of artistic patterns in thought and expression.
   - Spring 2009: 3.83
   - Spring 2008: 3.86
   - Spring 2007: 3.78
   - Spring 2006: 3.44
   - Spring 2005: 3.42

Student Comments:
The student survey did not have any comments directly related to the fine arts.

Staffing and Enrollment Histories:
The staffing of general education classes in fine arts has changed greatly since the spring of 2005. The number of Art Survey sections has increased from 3 to 7, Music Appreciation has gone from 4 to 10, and the Introduction to theatre has moved from 2 to 4. Music has also added four courses that can be taken as an in depth study in the fine arts. Enrollment continues to be at a standing room only level with classes at fire code.
levels. The only thing that precludes offering more sections of fine art general education classes is staffing. The vibrant enrollment in our major programs does not allow for more general education classes. We have been very fortunate to have a highly skilled and motivated staff teaching these important classes for the general student population. This is the key to the success that we have experienced in the last few years.

Strengths of our General Education Classes in Fine Arts:

- The classes are based in programs that are artistically sound and growing.
- These students and staff of the PVA department provide high-level artistic examples for the general student population.
- The department provides introductory and in depth sequential learning experiences designed to develop a greater appreciation for the arts and their value and relevance in our daily lives. We are very pleased with the senior exit survey results in this area.
- The department provides a wide variety of artistic patterns in thought and expression. Again, the senior exit survey shows that students are well aware of the possibilities provided in this area.
- We know we can always improve, but the important messages we want to convey are getting across.
- There has been an arts faculty rededication and renewal to teaching general education classes, and the level of instruction is very high.
- In the last 3 years we have been able to obtain a degree of technology in our classrooms that allows us to present the arts to students in a way that better engages their minds and imaginations.
- Student semester teacher evaluations in the arts classes are high.
- The enrollment in arts electives in music, theatre, and art is very strong.
- Some 750 students are involved in our pioneer players and making music. They come to the arts from almost every major on campus.

Concerns:

- There is still some feeling on campus that the arts are not important. This is a problem with many general education areas.
- Replacing textbooks and other materials needed for general education class in fine arts is a challenge. For example, replacing the text and CD sets for music appreciation would cost $76,160 to serve 544 students presently enrolled in the class. What this means is that we are now using the eighth addition of the text, and the tenth edition is now on the market.
- Technology for the arts classrooms is still not easy to obtain and maintain.
- True arts assessment is in the general education model is not easy. It is hard for students to see how this will enhance their lives now and decades into the future.
- We must really be vigilant in keeping the faculty fully engaged in the mission of the fine arts general education classes.
- Staffing is still a concern. We do offer many sections of introduction classes in fine arts, but second classes have limited rotation.
• The age-old problem of having to really work and learn something concrete in a general education class still remains.

Conclusion:
  • The senior exit survey suggest that the fine arts area is doing very well in meeting the competences prescribed by the General Education Program.
  • The staff is very pleased that we are serving the arts needs of our students, and thus reaching the university mission goal of being the cultural center for the region.
  • Problems with staffing, textbook and materials allocations, and technology must to be addressed.
  • We can never relax in our effort to continue to bring quality general education fine arts classes to the students.