

**Texas A&M International University  
Core Curriculum Institutional Effectiveness Review (CCIER)**

**Core Curriculum Academic Discipline: Humanities/Visual & Performing Arts**

**Assessment Period Covered: Sept. 1, 2009 to May 31, 2010**

**Discipline Coordinator (Preparer of Report) Wright; also Levendecker, Soto**

**List Other Academic Discipline Faculty:**

<b>Haertlein, Foran, Moon (visiting) (ARTS); Bory (visiting) (DANC); Gechter, Berdahl, Townsend, Huang, Crabtree, Quintero (visiting) (Music areas); numerous adjuncts in all three discipline areas</b>
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**The Core Curriculum Institutional Effectiveness Review is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:**

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

**Institutional Mission**

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

**Core Curriculum Mission**

At Texas A&M International University, the Core curriculum introduces students to academic disciplines which form the foundation of human thought: mathematics, science, history, language, literature, the arts, and social and behavioral sciences. Our Core is conceived to open new areas of learning for our students and to foster skills necessary for success in higher education.

As they move through this course of study, students are encouraged, as their knowledge increases, to develop the capacity to articulate and support a thesis, to think critically, to synthesize their observations and to perceive analogies and relationships between seemingly diverse ideas and intellectual pursuits.

**Texas Higher Education Coordinating Board Exemplary Educational Objectives for the following academic discipline:**

**HUMANITIES and VISUAL and PERFORMING ARTS**

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within a historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.

Section I: Planning and Implementation

**Outcome(s):** *From the list above, identify the outcome(s) that will be focused upon this year. (It is recommended that academic disciplines rotate through their entire set of Exemplary Educational Objectives over a multi-year period. Thus, disciplines are encouraged to focus only on a few outcomes each year.) To facilitate the completion of this report, please refer to the Core Curriculum Matrix completed for each academic discipline.*

In ARTS, we will focus on Objective #1.  
The Music areas will focus on Objective #4.  
DANC will focus on Objective #5.

**Please indicate if the outcome(s) is (are) related to writing (Write-On TAMIU).**  
(NOTE: Outcome 5 relates; 1 and 4 do not.)

**Methods of assessment to be used:**

*The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

Objective #1: A short “Assessment of Knowledge” (AK) instrument will be used for sections of ARTS 1304 in late April/early May. (In future years, a pre-test will be administered instead at the beginning of the semester.) It will be designed to assess what students personally knew, on a general everyday level, about the scope and variety of art works, concepts, and styles typical in art-historical study of the period from the Renaissance to the 20<sup>th</sup> century prior to enrolling in ARTS 1304. Data from the AK will be summarized, synthesized, and reported by Dr. Wright. This data will then be contrasted to the grades reported on the course’s Final Exam. The

Learning Outcomes for ARTS 1304, as listed in the course syllabus back in January, will provide the same assessable concepts for both the AK and the Final Exam. If most students know little about the outcome-described scope and variety of works of art, concepts, and styles introduced in ARTS 1304 prior to taking the course, and have passing grades on their Final Exam, then obviously they have learned in ways pertinent to Objective #1.

Objective #4: Student performance juries will be used for all sections of MUAP Applied Sections. Assessment reports by the jury panel will include performance component elements, historical background of the piece or work presented and individual musical phrasing and dynamics. In order to assess the students' performance, a "Jury Panel Form" is given to each member to the jury panel. These forms indicate the music elements required and vary according to the music major areas, with a grade (A, B, C, D, or F) given by the members of the jury and final grade (A, B, C, D, or F) given by the music major instructor of the area (please see attached music jury forms).

Objective #5: Student research projects will be used for all sections of Dance Performance (DANC 1351, 1352, 2351, 2352, 3351, 3352, 4351, 4352). Research projects report on particular genres of dance, historical tracking of dance, and on individual professionals in the field. Writing Rubric is attached.

#### **Indicate when assessment(s) will take place:**

Objective #1: AK will be administered before last week of class. Final exams will be graded by about May 18. Data will be reported before May 31.

Objective #4: Students performance juries are required at the end of every semester.

Objective #5: Research projects are due the last week of October and February.

#### **Criteria/Benchmark(s) for assessing students' progress in meeting the exemplary objective(s) selected:**

Objective #1: AK scores for all sections of ARTS 1304 will be averaged, on a holistic scale of 0-4 (0=F; 4=A). Final Exam scores for these same sections will also be averaged together. This overall GPA on the Final for all sections of the course will then be translated to the same 0-4 holistic scale. Outcome will be met if the translated holistic score for the Final Exam exceeds the averaged AK holistic score by at least 10%.

Objective #4: It is expected that the jury reports will contain performance information about the piece of music performed and that the student will also be able to obtain opinions and recommendations from the jury regarding the work presented. The outcome will be met if 75% of the students complete the jury requirements with a grade of 'C' or better. Copies of the final jury forms should be kept for documenting purposes.

**Objective #5:** It is expected that the student project will contain factually correct information about the chosen topic and that the student will also be able to articulate an *informed opinion* about the work presented. The outcome will be met if 60% of the students complete the project with a grade of 'C' or better. (*NOTE: DANC is not yet a degree program at TAMIU, so no degree-based data [AIERs, etc.] have been established for reference or use.*)

Student papers are always sited with sources. The reliability of the source and the source information are always checked. We can also begin to document the student research grades in all performance classes on a semester basis.

## Section II: Analysis of Results

### **What were the results attained?**

*Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) suggested by the results.*

### **ARTS**

**Objective #1:** 31 students (in two sections of ARTS 1304) took the "Assessment of Knowledge" (AK) during the last week of class. The averaged score on that instrument for all 31 students was 2.21, with 1= "not much understanding" and 3= "some understanding," with 5= "a lot of understanding." 35 students took the final exam in the two sections, with an average grade among the 35 students of 73.47%. On the five-point scale used in the AK, 73.47% translates as 3.675 (i.e., 73.47% of 5=3.675), an increase of almost 66.3% above the AK score of 2.21--far above the projected benchmark of a 10% increase. (It will be noted that a switch was made here after the benchmarks were proposed above—0-4 works well for rubric-based holistic grading, but in designing the AK, it was felt that a 1-5 scale would be more appropriate for students to respond to than a 0-4 scale, so the averaged final-exam grades were also correspondingly translated into a number on that 1-5 scale.)

### **MUSIC**

**Objective #4:** 47 students took the music major juries during the 2010 Spring Semester, during the week of finals. The final average score for these students was: 41 students earned -A/Excellent Performance; 4 students earned a -B/Good Performance; 3 students earned a -C/Satisfied Performance with minor corrections needed; 1 student earned -D/Passing Performance but major corrections needed; 0 students earned -F/Non-Passing and Unsatisfied Performance. Please note that the final jury performance is the result of the combination of the academic music applied lesson and at least 10 hours per week of practice preparation in their major instrument. The jury panel form recommended for assessment has been used since 2003 and the current rubric was used during the spring 2010 semester. However, a revision of the jury form is planned with all full time members of the music area in order to reassure that this mean of assessment is engaged in the creative process or interpretive performance and include the physical and intellectual demands required of the author or visual or performing artist.

#### Objective #5:

Thirty six student projects were collected in the Spring 2010 semester. The grade distribution was: 2 students earned-A+ Excellent papers; 26 students earned-A Very Good papers; 7 students earned-A- Good papers, with minor corrections needed and 1 student earned- B-Good with corrections needed. This semester's cohort was a remarkable group of students, not only were their research projects exceptional their attendance for both classes and rehearsal and their energy was well beyond the norm. I think that once we have collected data for more than just one semester we will find that the distribution won't always be quite this good but generally the students enjoy the research and writing about our class. It might also be helpful to generate a pre- and post test to gauge their increased knowledge of vocabulary and technique in this area.

#### **What were the conclusions reached?**

*Include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information. Use the Meeting Minutes template found at: <http://www.tamtu.edu/adminis/iep/resources.shtml>. Once completed, submit the minutes to [integrate@tamtu.edu](mailto:integrate@tamtu.edu).*

#### **ARTS**

Objective #1: Analytically speaking, not too much stock can be placed in these conclusions, since the scale used on the AK measures qualities of personal perception and memory by the student, while their final-exam scores represent actual performance as measured quantitatively by an outsider (their teacher), resulting in a sort of apples-to-oranges conclusion. Given the fact that the semester had started BEFORE most core-curriculum assessment projects were designed, though, the numbers are at least suggestive. The advantage art history has (as noted above) is that few Texas students have any opportunity to take art history as a secondary-level, stand-alone class, so prior classroom knowledge of the subject makes assessment of learning outcomes relatively more isolable to the specific college-level, core-curriculum class that they took (and that is being assessed here) than would be the case in more common, fundamental subjects like History, Math, and English that students have already been studying for some time before their arrival at college. 31 of 35 students who took the two-hour-plus, almost entirely writing-based final exam in ARTS 1304 this month passed it, with 26 of 35 getting a grade of C or higher (yet only a handful overall earned an A on the exam, so clearly the test was not “easy”). While the analytical value of the outcome conclusions stated here may be too “apples-oranges” to be of much use, it can also be said with somewhat more confidence than in many other core-curriculum subjects that what the large majority of these 35 students now know about the history of art equates largely with what they learned in ARTS 1304—and that most learned a lot, given the fact that many centuries of material were covered in only fifteen weeks.

TAMTU has only one credentialed instructor in art history, but this report will be shared with other fulltime faculty in ARTS this summer.

#### **MUSIC**

Objective #4: As the data suggests, the requirements for music students to successfully present and perform final juries allows them to strive for excellence, and the few students that do not

accomplish such goal are the result of not connecting the academic applied sessions with the number of hours per week/month or semester that are required to prepare for such performance. However, the performance experience of a student who for the first time is required to present on a final performance jury will allow such student to gain knowledge and reflection as to what will be needed both academically and musically in order to strive for a better preparation of performance practice skills, and as a result, for an improved musical performance.

Objective #5:

As we continue to gather data, we should find that the student's knowledge, understanding and appreciation of the arts increases significantly over the course of the semester. A novice student will not only gains skills and information that will make them more proficient movers, they will also become better audiences for arts related events. Gained knowledge and skills will allow them to view the arts with a more appreciative, intelligent view and they will be better equipped to discuss and synthesize as an audience as well.

**Describe the action plan formulated.**

*Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning in the core academic discipline, including a timeline for implementation.*

Objective #1: In future years, with a longer time span for implementation, a pre-test will be used, before instruction begins. The current model proposed here is not ideal, insofar as the AK instrument measures what students believe they knew about the concepts, ideas, and styles of the course before starting the class (over three months ago), while the Final Exam concretely measures what they did in fact learn. Using pre-tests and post-tests, at the beginning and end of the term, will provide more of an apples-to-apples means of measurement, and the pre-test will provide a more credible baseline of knowledge prior to the start of instruction than the AK proposed here (which is being administered near the end of the semester).

Objective #4: All jury forms have been collected by the music major professor of the area, and placed either in the student file at the FPA office or at the office of the music major instructor. As we plan the revisit of the jury forms used since 2003, a suggestion will be made that a pre instructor jury form be created to make a comparison of the musical knowledge and performance elements gained during a semester or academic year.

Objective #5: All research will be scored according to the attached writing rubric and we will gather the data from each performance class on the research project grades. It would also be interesting to implement a pre/post-test plan to better gage the knowledge gained by the student throughout the semester and ultimately after having completed their research projects.

### Section III: Resources

**Resource(s) to implement action plan:**

*Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

**Art:**Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

No new resources needed at this time, although if the intro-level courses in art history grow much more in enrollment, they will need to move to larger rooms that are not really adequately equipped for good projection of 35-millimeter slide images AND having the sort of targeted lighting that allows students to see their notes clearly while images are projected. FPA 121 is the only room on campus suited to this purpose, but it can only seat about 30 note-taking students adequately. Just as a scientist is wary about leaving their lab spaces to teach in rooms not designed for their disciplines, so too art historians tend to protest that quality of instruction can be impaired by classroom characteristics that are not specific to their discipline. It is hoped that as new classroom spaces are built on campus, the projection and illumination characteristics alluded to above can be “designed in” to at least one new lecture hall so that national-level standards in art-history pedagogy can be maintained.

**Music:**Funding

- XNew Resources Required
- Reallocation of current funds

Physical

- XNew or reallocated space

Other

- XPrimarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

The primary resource needed for the success of this program in the relocation of a full time piano accompanist. As the program is growing by leaps and bounds, there is very limited faculty who had the release time to meet such a needed requirement and the number of music majors is expected to increase during the 2010 fall semester. This program is also in need of additional practice rooms and/or modules plus larger size rehearsal classrooms for the increasing number of music ensembles offered during the school year.

**Dance:**

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

Currently our dance program has reached its limits in all aspects. Our class size has increased dramatically and the Experimental Theater is currently the classroom space for the majority of our Dance classes. This space is not adequately lit, making it very difficult to conduct class and also to see the student's faces. The floor is particle board over concrete which is extremely harsh on a dancer's joints. Costuming is more difficult to purchase because we have relied heavily on grant opportunities which have diminished greatly. Currently our only operating funds for costuming come through course fees and this greatly limits what we are able to purchase for the students. The program operates on one full time load; one .33 load and two adjuncts. One of our adjuncts currently teaches a full load almost every semester. In order for dance to reach further and accomplish more (including the implementation of a degree) we need additional full time faculty as well.