Foundational Studies Assessment 2024
Fine & Performing Arts

Artifact Evaluation Summary

Sample

	# of Sections	# of Artifacts
100-Level	8	40
200-Level	10	50
300-Level	1	5
Total	19	95

Sections not submitting artifacts = 1
Participation Rate = 95%
Ratable Artifact Rate = 64%

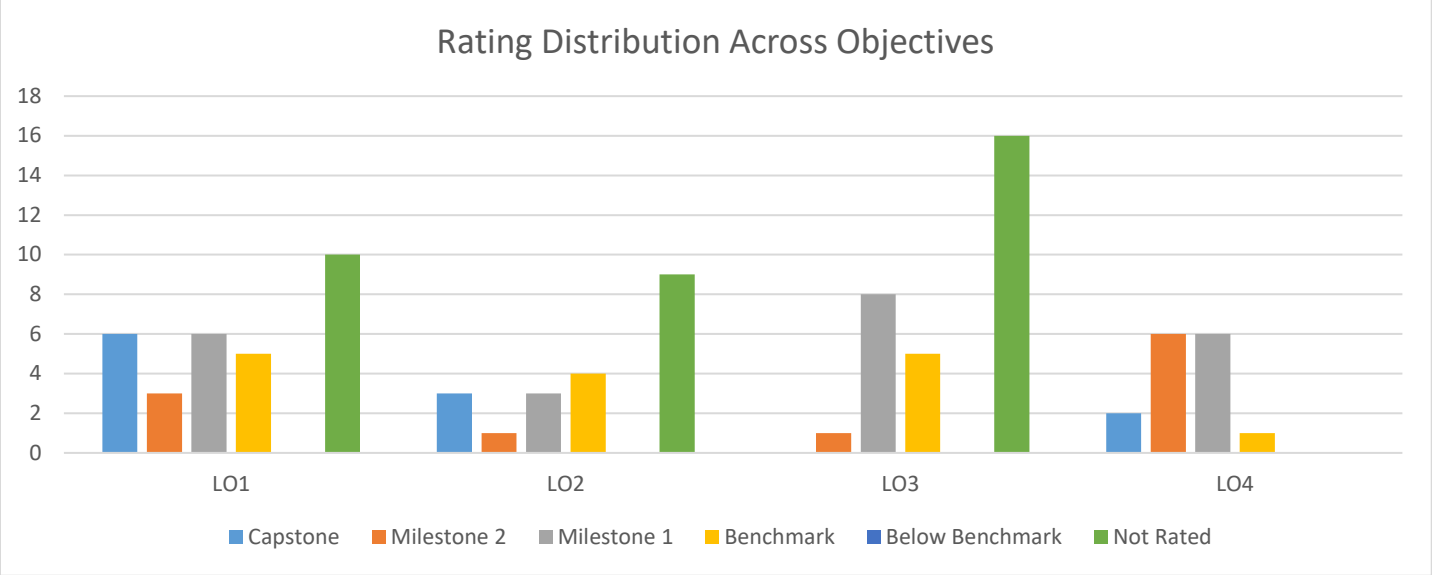
Average Rating = Milestone 1
Most Frequent Rating = Milestone 1

Courses included: ART 151, COMM 240, ENG 219, IAD 110, MUS 233, MUS 236, MUS 333, THTR 150, THTR 174

Learning Objectives

1. Demonstrate aesthetic responsiveness and interpretive ability.
2. Connect works of art to their literary, cultural, and historical contexts.
3. Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment.
4. Reflect on themselves as products of and participants in the fine and performing arts.

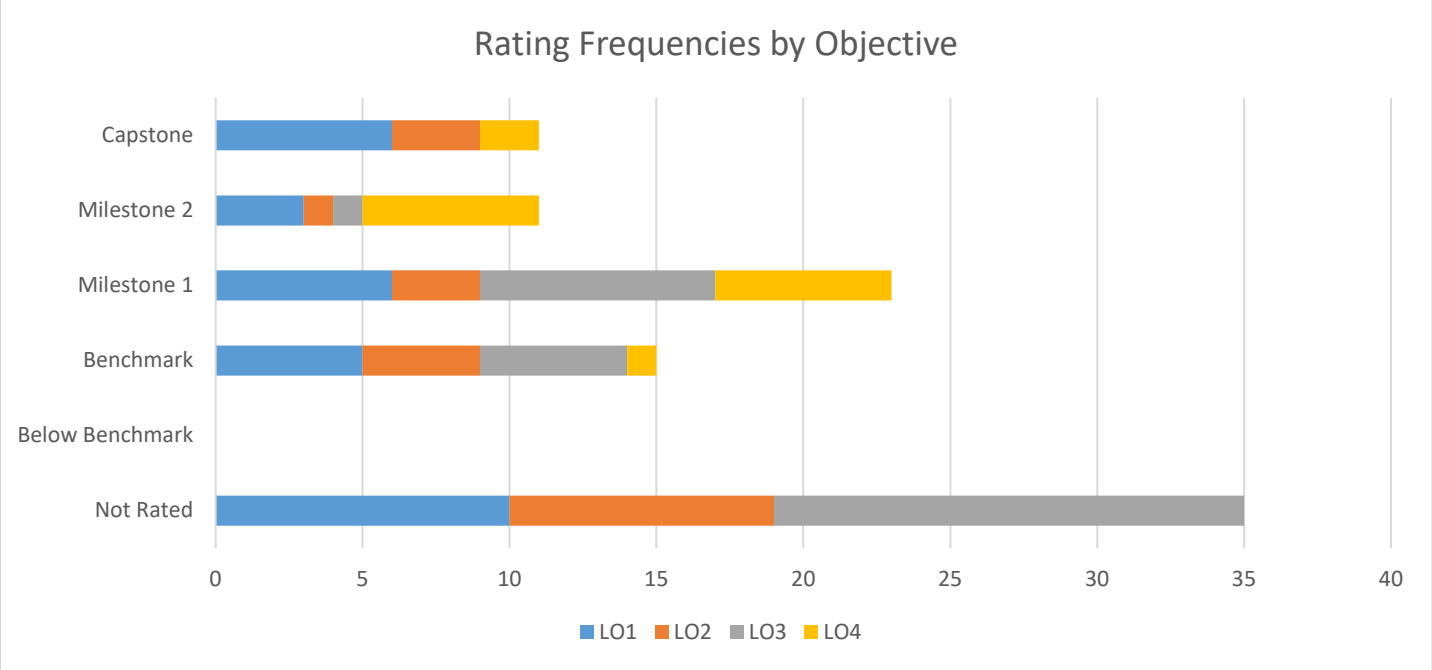
Findings



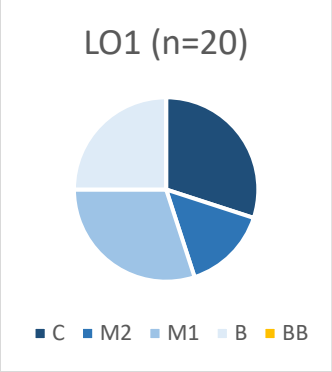
	LO1	LO2	LO3	LO4
Sample Size by LO	30	20	30	15
Rated Artifacts by LO	20	11	14	15
% NR Artifacts by LO	33%	45%	53%	0%

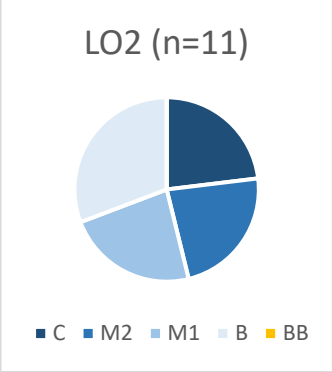
36% of artifacts in the sample were scored Not Rated

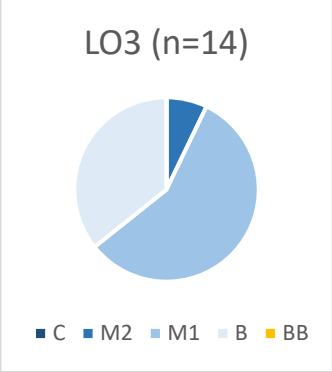
- 7 course sections in 5 different disciplines
- 34 artifacts (1 assignment prompt gave options that resulted in 1 artifact in a course section being ratable, while the others were not).

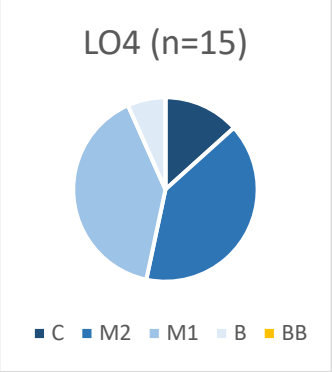


Ratings by Learning Objective
(Artifacts rated "Not Rated" are removed from analysis)

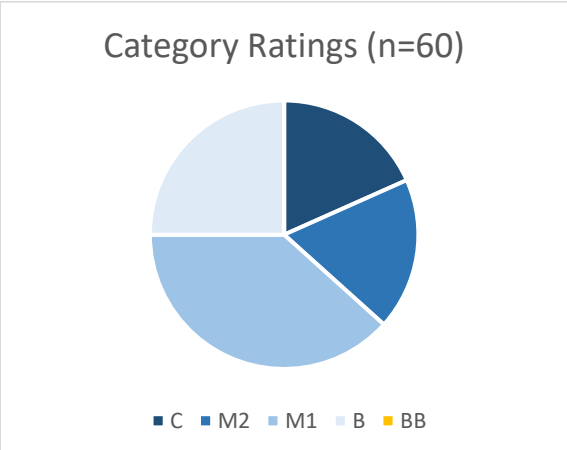








$\overline{x}$ = 3.50 (M1 toward M2) Mode = C/M1 75% above Benchmark	$\overline{x}$ = 3.27 (M1) Mode = B 63% above Benchmark	$\overline{x}$ = 2.71 (B toward M1) Mode = M1 64% above Benchmark	$\overline{x}$ = 3.60 (M1 toward M2) Mode = M2/M1 75% above Benchmark



$\overline{x}$ = 3.30 (Milestone 1) 75% above Benchmark
Mode = Milestone 1 37% above Milestone 1
Confidence Interval = 3.0497 – 3.5835, α=0.05

95% confidence that the population mean rating in the category will plausibly fall in Milestone 1.

*Ratings assigned using rubric evaluation are ordinal and must be converted t continuous numeric scores for the purposes of this analysis. Possible error may result in widened confidence intervals, and should be taken into account when interpreting results. Score conversions: C=5, M2=4, M1=3, B=2, BB=1

Reviewer Notes

FPA Reviewers: Brian Kilp, Brian Stone, Chris Drew, Kate Mott, Amy Ash, Shana Kopaczewski, Mark Lewandowski, Darlene Hantzis, Alicia Jay, Kevin Ward, Emily Capettini, Kelly Fallon, Terry Dean, Farman Moayed

	Factors			
LO Rating Potentially Affected	**Assignment Type or Instructions**	**Learning Objective Language**	**Rubric Language**	**Other**
LO1	Assignment prompt asks students to interpret or provide an aesthetic response in final paragraph of essay only, which does not give enough demonstration for assessment. **– NR**		Language of the rubric made rating difficult.	
	Creative writing assignments don't align with the LO (or other LOs). **– NR**		The words "personal" and "reasoned" in relation to aesthetic response were hard to apply/interpret	
LO2	Prompt doesn't require engagement with the historical context of art, and writing does not do so. **– NR**	Change "and" to "and/or" to make this more reasonable. The rubric language uses "and/or."	Difficulty discerning between M1 and B because of confusion on "identify" v. "acknowledge."	Suspicion that artifact 14.3 may have been written by a LLM AI (score = C).
	Assignment does not ask them to present and analyze a work of art. **– NR**			
LO3	Prompt does not communicate to students to demonstrate knowledge of the arts to address the human experience, systems, and/or physical environment. **– NR**		The rubric is not sufficient to address an artistic performance text.	
	Assignment doesn't address the LO. **– NR**			
	Assignment doesn't address the LO. **– NR**			
LO4		LO as written requires demonstration of fine AND performing arts, as opposed to fine AND/OR performing arts, or "Fine and Performing Arts."	Language distinguishing M2 from M1 is vague and hard to use to evaluated (e.g., "relationship" v. "participation").	

		What does “traditions” of the fine and performing arts mean?		
Other		It was clear from initial preparations for Assessment Day that the LOs position students as viewers of fine and performing arts rather than creators of it. Some courses in the category distinctly align with the former notion (in general, ART, COMM, MUS), while others distinctly align with the latter notion (ENG, THTR). This will be an important discussion to have with the FSC and category faculty.		