

WINTHROP UNIVERSITY
COLLEGE OF VISUAL AND PERFORMING ARTS
ASSESSMENT OF STUDENT LEARNING OUTCOMES (draft)
2016-2017

Note: CVPA's Assessment Plan is intended to be a very fluid and flexible document that serves as a guide for assessment planning and implementation within the College of Visual and Performing Arts. It will continue to be reviewed, revised, and edited during the 2016-17 academic year.

Assessment of student learning outcomes in the College of Visual and Performing Arts (CVPA) is approached in a context provided by the following general principles:

1. Much of the on-going work that takes place in the classroom is evaluative; faculty employ assessment tools everyday in many ways.
2. CVPA's academic programs have a wide array of educational objectives; the College does not have a "one-plan- fits-all" approach to assessment.
3. Academic assessment does not replace curricular, departmental, and other types of ongoing review for improvement; it supplements and improves it.
4. The assessment process begins in our academic departments. Faculty and program directors create and implement plans that connect learning goals with program missions, using appropriate human, technical and financial resources, all in an effort to improve student learning.
5. Academic assessment in CVPA is aligned to standards developed by our national accrediting agencies: CIDA, NASAD, NAST, NASD, NASM and CAEP (NCATE).
6. Faculty ownership of and participation in assessment activities is essential. Assessment must be embedded in the culture of the entire teaching/learning enterprise and in each academic program.

We also recognize that there is a difference between "student learning outcomes" and "administrative unit outcomes." In CVPA, we expect all units to assess both. To this end, we've developed these operational definitions:

Student Learning Outcomes (SLOs) describe, in measurable terms, what students should be able to do, what they will know, and/or attitudes they will hold at the end of a class, program, or as a result of a service.

Administrative Unit Outcomes (AUOs) are process oriented and they describe how well the unit intends to function or improve its services. Administrative Unit Outcomes focus on services, products, and /or processes which maintain the college and are essential to its operation.

This document focuses on student learning outcomes; during 2014-15, the Dean's Office will be working on a separate resource document which will describe AUOs in more detail.

CVPA will continue to address the incorporation of Winthrop's University Level Competencies (ULC's) in each of our programs. The ULC's (approved by the Winthrop Faculty six years ago) are:

Competency 1: Winthrop graduates think critically and solve problems. Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible. Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively. Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts - including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

All CVPA programs are expected to identify how their programs specifically address these competencies. Draft revisions (if necessary) for program assessment of the ULC's will be developed by February 15, 2017 and are included with departments OARS documents.

ASSESSMENT METHODS

The academic units within the College of Visual and Performing Arts utilize a variety of assessment tools to measure student learning. They include, but are not limited to, the following methodologies:

1. Capstone Courses/Experiences

Capstone courses and experiences are designed to integrate the knowledge, concepts, and competencies that students are expected to demonstrate during the course of their entire

academic program. Evaluation of students' work in capstone courses and experiences is used as a means of assessing outcomes just prior to graduation. For some CVPA units where a single capstone course is not feasible or desirable, departments have designated a small group of courses or experiences where competencies of completing majors are measured.

Capstone courses provide students with an opportunity to integrate the various aspects of their academic experiences while at Winthrop. For departments, programs, and faculty members, the courses provide a means of evaluating student achievement in a variety of knowledge and skills-based areas. Also, these courses can provide a final common experience for all students majoring in a particular academic area.

CVPA UNDERGRADUATE CAPSTONE COURSES/EXPERIENCES/REQUIREMENTS

MAJOR	CAPSTONE EXPERIENCE
MUSIC (B.A)	Applied music juries (no recital is required for BA students) MUSA/MUST 500-level music history period course or music literature elective
MUSIC ED (CHORAL) & MUSIC ED (INSTRUM)	For both music education degree programs: PRAXIS II Exams Senior recital in the major instrument MUSA/MUST 500-level music history period course or music literature elective MUST-411: capstone course in form and analysis (music theory) All Graduate programs: Graduate Comprehensive Written and Oral Examinations
MUSIC (PERFORMANCE)	Senior recital in the major instrument MUSA/MUST 500-level music history period course or music literature elective MUST-411: capstone course in form and analysis (music theory) All Graduate programs: Graduate Comprehensive Written and Oral Examinations
VISUAL COMM	VCOM 486/487
INTERIOR DESIGN	INDS 487/488
THEATRE EDUCATION	ED 475 Internship
DANCE EDUCATION	ED 475 Internship
DANCE	DANA 442 Senior Showcase AND DANT 432 Careers and Current Trends in Dance
THEATRE PERFORMANCE	THRA 411 Auditioning AND

**THRA 431 Directing II OR
THRA 470 Advanced Practicum OR
THRT 471/2/3 Directed Study**

THEATRE TECH

**THRA 412 Portfolio Development AND
THRT 471/2/3 Directed Study**

FINE ARTS (BFA)

**ARTT 400 Senior Exhibition (Proposed)
ARTT 489 Art Survival Guide for Artists**

**In addition, photography
Concentration students:**

ARTS 573 - Photography Thesis Project

FINE ARTS (BA)

ARTT 401 Senior Presentation (Proposed)

ART EDUCATION

ED 475 Internship

2. Tests and Examinations

In most cases, a test will be one part of a fully developed assessment plan. Tests are commonly used in association with cognitive goals in order to review student achievement with respect to a common body of knowledge associated with a discipline or program. Departments have traditionally used tests in assessment programming to measure whether students have acquired a certain process- and content-related knowledge.

3. Portfolio Evaluation

Portfolios used for assessment purposes in the arts include collections of student work that exhibit to the faculty the student's progress and achievement in his or her areas of study. Included in the portfolio is most usually creative work (paintings, drawings, musical compositions), but can also include such materials as research papers self-evaluations, reflective essays, journals, case studies, audiotapes, videotapes, and photographs. This information may be gathered from in-class or out-of-class assignments.

Information about the students' skills, knowledge, development, quality of writing, and critical thinking can be acquired through a comprehensive assessment of work samples. A student portfolio can be assembled within a course or following a sequence of courses in the major. The faculty determines what information or students' products should be collected, when it is collected, and how these materials will be used to evaluate or assess student learning. In many instances, more than one faculty member reviews the portfolio and evaluates it based on a common rubric. Final decisions are based on the academic unit's educational goals and objectives.

Portfolio evaluation is a useful assessment tool because it allows faculty to analyze an entire scope of student work in a timely fashion. Collecting student work over time gives departments a unique opportunity to assess a students' progression in acquiring a variety of learning

objectives. Using student portfolios also gives faculty the ability to determine the content and control the quality of the assessed materials.

4. Live Performance and/or Electronic Image, Videotape and Audiotape Evaluation

Evaluation of live performances in the performing arts disciplines is a common way of assessing student skills and knowledge. Videotapes and audiotapes have also been used by faculty as a kind of pre-test/post-test assessment of student outcomes. Areas such as theatre, music, art, and design communication, and student teaching that have experienced difficulty in using some of the other assessment methods have had significant success in utilizing slides, electronic images, videotapes and audiotapes as assessment tools.

5. Thesis Evaluation (for graduate programs)

A senior or graduate student thesis, research project, or performance paper that is structured by the department to give students an opportunity to demonstrate a mastery of an array of skills and knowledge appropriate to the major can be a useful assessment instrument. Graduate students in art are required to submit a written artist's statement that accompanies their body of work.

Other Indirect Assessment Methodologies used by CVPA

Student Surveying and Exit Interviewing

Student surveying and exit interviews can be important tools for understanding the educational needs of students. When combined with other assessment instruments, many departments have successfully used surveys to produce important curricular and co-curricular information about student learning and educational experiences. During this process, students are asked to reflect on what they have learned as majors in order to generate information for program improvement. Through using this method, universities have reported gaining insight into how students experience courses, what they like and do not like about various instructional approaches, what is important about the classroom environment that facilitates or hinders learning, and the nature of assignments that foster student learning.

Each year, the University's Office of Accreditation, Accountability, and Academic Services (AAAS) provides the College with student scores on the NSSE (National Survey of Student Engagement). These results are also used as one more tool for analyzing trends and program outcomes.

Alumni Satisfaction Surveys

Surveying of alumni is a useful assessment tool for generating data about student preparation for professional work, program satisfaction, and curriculum relevancy. As an assessment supplement, alumni surveying provides departments with a variety of information that can

highlight program areas that need to be expanded or enhanced. In most cases, alumni surveying is an inexpensive way to gather data and for reestablishing relationships with individuals that want to help the program continually improve. In 2010, Winthrop participated in the Strategic National Arts Alumni Project (SNAAP), an online survey, data management, and institutional improvement system designed to enhance the impact of arts-school education. Institutions require good information to respond and plan effectively. Accreditation requirements also increasingly demand information about alumni paths. Information on the results of the project can be found on the CVPA Assessment website. See: www.winthrop.edu/uploadedFiles/vpa/SNAAP2010InstitutionalReportWU.pdf

Employer Satisfaction Surveys

Employer surveys can provide information about the curriculum, programs, and students that other forms of assessment cannot produce. Through surveys, departments traditionally seek employer satisfaction levels with the abilities and skills of recent graduates. Employers also assess programmatic characteristics by addressing the success of students in a continuously evolving job market. The advantages in using employer surveys include the ability to obtain external data that cannot be produced on campus, and the responses are often useful to help students discern the relevance of educational experiences and programs.

Internship Data

Qualitative and quantitative information gleaned from internship agencies that have utilized student majors. Supervisors routinely complete mid-term and final evaluations of student interns and this information can be studied and aggregated to help programs better understand how their students perform in “real world” situations. Curriculum changes can also be suggested feedback received from internship agencies.

ASSESSMENT RESULTS

Assessment results are reported to various audiences:

CVPA department and programs share assessment information with full-time and part-time program faculty to help inform their teaching. Academic units are expected to share assessment results with departmental curriculum or assessment committees and report results to program directors and other appropriate personnel.

Curricular changes in CVPA are submitted to the college-wide Curriculum Committee for review prior to implementation. Proposed changes are generally accompanied by a discussion of the assessment processes used to formulate the request. Upon approval, depending upon the nature of the proposal, the recommendations go to the University’s Academic Policies Committee or to the Office of Academic Affairs.

All assessment activity and general outcomes are reported in survey and summary form annually to the Dean through an on-line template system accessed by program directors. Comprehensive self-studies are prepared for CVPA programs that are not nationally accredited.¹ (All of the CVPA programs with the exception of the graduate degree in Arts Administration are accredited.)

Since almost all of CVPA's degree programs must meet rigorous national accreditation standards, the student learning outcomes developed by these programs are carefully aligned with these standards. Nationally accepted assessment measures suggested by the accreditation agencies are utilized by our programs

Winthrop's academic planning process requires all programs to include discussion of assessment strategies in the planning process for all new undergraduate and graduate programs. All department and program annual reports to the dean include a section on assessment. These program and departmental reports serve as the foundation for the Dean's annual report to the Vice President for Academic Affairs.

USING DATA AND RESULTS TO IMPROVE LEARNING AND TEACHING

CVPA departments and programs understand that "closing the assessment loop" is probably the most difficult component of the assessment process. The College has a history of making curricular changes based on assessment results. These changes have included strengthening the emphasis on expository writing in some classes, a complete re-design of the foundation courses in fine arts and design, and the revision of performance rubrics in many of the applied music classes. CVPA uses the feedback model described by Susan Hatfield at Winona State University:

- 1) Policies, Practices, and Procedures: Based on assessment results, departments and programs may choose to revise procedures for portfolio review, pre-requisites for certain courses, senior reviews, and capstone courses.
- 2) Curricular Reform: Departments and programs are encouraged to change or "tweak" requirements and restricted electives so that particular outcomes are more effectively addressed.
- 3) Learning Opportunities: Working with other areas of the university (Student Affairs, College of Education, etc.), CVPA periodically sponsors workshops and retreats that focus specifically helping faculty learn skills, techniques, and methodologies that improve student learning and assessment of student outcomes.

¹ Winthrop and the College of Visual and Performing Arts also utilize external program reviews for programs that do not have national accreditation standards (i.e. Arts Administration). Peer review of academic programs is a widely accepted method for assessing curricular sequences, course development and delivery, and the effectiveness of faculty. Using external reviewers is a useful way of analyzing whether student achievement correlates appropriately with departmental goals and objectives. Recommendations initiated by skilled external reviewers can be instrumental in identifying program strengths and weaknesses leading to substantial curricular and structural changes and improvements.

CVPA Process for Assessment Plan Development

The College of Visual Performing Arts uses a multi-tiered approach for vetting its assessment plans. For academic degree programs, the following process is undertaken:

Step 1: Assessment plans are initially developed at the departmental level within area committees usually led by the program degree coordinator with the participation of all of the full-time faculty members who teach in the area. The department mission statement and the accreditation standards of our NAS accrediting organizations (National Association of Schools of Art and Design, Theatre, Dance, and Music) as well as SACS play a central role in informing the content and organization of the assessment plans for the various degree programs. It is the responsibility of the area coordinator and the department chair to ensure the participation of adjunct faculty in this process, soliciting their feedback, informing them of the assessment plans being implemented, etc.

Step 2: Once departments and programs have developed their initial assessment plans for review, they submit them to the department chairs, who provide feedback and suggestions for revisions. The chairs will sometimes recommend that the area committees seek outside consultation and advice from experts in assessment from other colleges. Once the assessment plans have been revised at the area committee level, they are presented to the entire department for additional feedback and suggestions and revised once again as appropriate.

Step 3: The Department chair submits the assessment plans for each degree program in his/her department to the Dean's Office. The Assistant Dean reviews all assessment plans and develops annual report cards recommending revisions and/or recommendations. This report card provides the dean and chairs with information that (1) helps to ensure that the plans are consistent with college and university mission statements and (2) discusses the best methods for accumulating and storing assessment data, and other assessment management issues. The Assessment Committee provides annual written feedback to each department in the form of an evaluation that may (1) approve the plan as written, (2) approve with minor revisions, or (3) ask for the plan to be re-submitted.

Step 4: Once the assessment plan has been reviewed and approved at the Deans/Chairs Council level, it is ready to be implemented. The area coordinators (or department chairs) are charged with implementing the approved plans and are expected to report back annually to their respective program areas on the progress of the assessment activities. The chairs make regular reports to the Deans/Chairs Council throughout the year, soliciting feedback and suggestions as the process unfolds. It is the individual chairs' responsibility to prepare the annual assessment report for inclusion in the university on-line assessment template and to submit a summary of the results of the previous year's assessment plan to the dean in preparation for writing the college annual report.

Departments are also expected to develop an assessment webpage that is updated regularly and is available to students and faculty so that they may be informed of the assessment

activities of their programs. A secure and specific “CVPA Assessment shared drive” on the university’s main server has been established to house assessment plans, data, and evidence. In 2016-2017, it is expected that assessment data will migrate to the University’s Blackboard system.

For programs under the supervision of the College of Visual and Performing Arts Dean’s Office that offer academic-related programs or degree programs not housed in the departments, including Student Services, the University Galleries, the Masters in Arts Administration program, the Office of Special Projects, and the CVPA Dean’s Office (including programs run by the Associate Dean such as the CVPA Mentor/Protégé Program), a slightly different process is followed:

Step 1: Assessment plans under the supervision of the Dean’s office are initially developed by the program director with the participation of all of the full-time faculty members or staff members who work in the area. (Other constituents committees may be utilized as appropriate.) The college mission statement and the accreditation standards of our NAS accrediting organizations (National Association of Schools of Art and Design, Theatre, Dance, and Music) as well as SACS play a central role in informing the content and organization of the assessment plans for the various Dean’s office programs.

Step 2: Once the area committees have developed their initial assessment plans for review, they submit them to the CVPA Assessment Committee which provides feedback and suggestions for revisions. The Assessment Committee may sometimes recommend that the program director seek outside consultation and advice from experts in assessment from other colleges. Once the assessment plans have been revised, they are submitted to the Assessment Committee and to the Deans/Chairs Council for final approval.

Decisions on larger aspects of the assessment process, such as discussing the best methods for accumulating and storing assessment data, and other assessment management issues are also discussed and reviewed by the CVPA Assessment Committee and the Deans/Chairs Council.

Step 3: Once the assessment plan has been reviewed and approved by the dean, it is ready to be implemented. The program directors are charged with implementing the approved plans and are expected to report back on a regular basis to the CVPA Assessment Committee and the Deans/Chairs Council on the progress of the assessment activities as they are implemented. The program directors make regular reports to the Deans/Chairs Council and the CVPA Faculty Assembly throughout the year, soliciting feedback and suggestions as the process unfolds. It is the individual program director’s responsibility to submit a summary of the results of the previous year’s assessment plan to the dean in preparation for writing the college annual report and to regularly update the information in the on-line University Assessment templates.

CVPA Calendar of Assessment Activities

September 1	Departments submit syllabi for fall semester courses due to dean's Office
September 15	Departments submit updated faculty/administrative vitae due to dean's office Department/program/unit annual reports from previous academic year due to dean's office
October 1	Department/program/unit submit draft of completed unit assessment reports for previous academic year with results and use of results filled in to dean's office
October 15	Department/program/unit assessment reports (plan only) for current academic year completed by program coordinators and sent to dean's office.
November 1	Dean's office and Deans/Chairs Council review previous year's unit assessment reports and provides feedback to programs and AAAS CVPA annual report (previous academic year) submitted to VPAA and AAAS.
December 1	Dean submits updated goals and resource needs to VPAA and ALC Dean's office and Deans/Chairs Council review current year's unit assessment reports and provides feedback to programs
January 25	Syllabi for spring term courses submitted to dean's office
February 15	Departments/programs/units finalize previous year's Program Assessment Reports (templates) in online system. Departments/programs/units update current year's Program Assessment Reports (templates) in online system

March 1	All units submit Budget Request and Planning Reports (including suggested goals for the <i>Vision of Distinction</i>) to dean's office
April 1	Dean submits Budget Request and Planning Reports to VPAA.
July 15	Syllabi for summer courses submitted to dean's office

LINKS TO CVPA DEPARTMENT ASSESSMENT INFORMATION:

Department of Theatre and Dance:

www.winthrop.edu/cvpa/THEATREDANCE/default.aspx?id=15651

Department of Fine Arts:

www.winthrop.edu/uploadedFiles/cvpa/finearts/Fine-Arts-Assessment-Plan.pdf (pdf – 258 KB)

Department of Music:

www.winthrop.edu/uploadedFiles/cvpa/music/MusicAssessment.pdf (pdf - 470 KB)

Department of Design:

www.winthrop.edu/uploadedFiles/cvpa/design/DesignAssessment.pdf (pdf - 374 KB)